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North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes.

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Qualitative standards and criteria designed for self-study are outlined for the institutions: (1) its philosophy and purpose; (2) educational programs, including admissions, curriculum, and instruction in college transfer and in general education, occupational education programs, and occupational extension, continuing education, and community service programs; (3) faculty recruitment, selection, and retention; salaries and benefits, evaluation of teaching effectiveness, professional growth, and faculty organization; (4) learning resources center, including staff and administration, use of facilities, selection of materials and equipment, and its budget; (5) student personnel services, including administration, admissions, registration and records, guidance and counseling, financial aids and placement, and extracurricular activities; (6) physical facilities (including existing facilities) and their maintenance and expansion; (7) organization and administration, including the board of trustees, president, and administrative staff, policy implementation and administrative documents, community relations, and long-range planning, and (8) financial management and resources, including source and stability of income, administration, budget preparation and control, educational expenditures, purchasing, and accounting, reporting and auditing. These criteria are used to assess the quality of each institution in the North Carolina Comprehensive Community College System. (MC)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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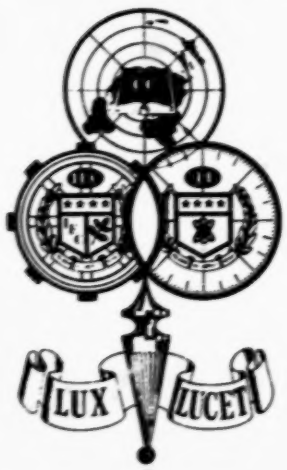

NORTH CAROLINA COMPREHENSIVE COMMUNITY COLLEGE SYSTEM

STANDARDS AND EVALUATIVE CRITERIA

COMMUNITY COLLEGES
TECHNICAL INSTITUTES

JC 680 499

Published By: Department of Community Colleges
State Board of Education
Raleigh, North Carolina

January, 1969

LETTER OF TRANSMITTAL

Dr. Dallas Herring, Chairman
State Board of Education
Rose Hill, North Carolina

Dear Dr. Herring:

In December, 1966, the State Board of Education made a request of the Community College Advisory Council. The Council was requested to give consideration to involving the staffs of the Department of Community Colleges and the institutions, and others, in the development of standards by which assessment can be made of the quality of the institutions within the Comprehensive Community College System.

The Advisory Council accepted the challenge and developed this document of standards and evaluative criteria. During this standards project, emphasis has been given to obtaining active participation from individuals throughout the System. This involvement of many individuals in cooperative work has been outstandingly successful.

Over one hundred individuals, who are listed in the Appendix, participated in developing the first draft of standards and evaluative criteria. While these individuals actively participated in numerous committee meetings, many other persons have made valuable contributions. The refinement and quality as evidenced in this document are the result of the efforts of many individuals in the Community College System who reviewed the draft and made constructive suggestions.

The project was directed by a Steering Committee of eighteen mmebers, seventeen of whom are also members of the Advisory Council. Dr. Howard Thompson has provided continuous leadership and direction for the Standards Project in serving as Chairman of the Steering Committee and Coordinating Committee. Members of the Steering Committee have given unselfishly of their time in providing leadership to this project. Eight of the members

served as chairmen of subcommittees, five were members of the Standards Coordinating Committee, and others served on one or more of the subcommittees.

The standards and evaluative criteria in this document have been developed within the guidelines unique to the North Carolina Comprehensive Community College System. The use of this document by each institution will insure effective institutional evaluation in a system-wide program of quality education. This program of quality is already underway, because the efforts and learning involved in this experience have made many of us more aware of the need for appropriate qualitative standards.

Steps are now being taken to develop program evaluation standards and criteria. These will be used along with this instrument, which is intended for overall institutional evaluation.

We hope that this document of standards and evaluative criteria fulfills the vision you perceived in requesting the Advisory Council to undertake this project.

Sincerely,

Ben E. Fountain, Jr.

Ben E. Fountain, Jr., Chairman
North Carolina Community
College Advisory Council

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EVOLUTION OF THE STANDARDS PROJECT

The first concerted effort towards developing a plan for quality control for the Community College System was begun in 1964. At that time, a proposed plan for institutional improvement was presented and discussed by various groups at a conference for all professional staff personnel within the system.

The plan for institutional improvement consisted of two major parts:

1. An institutional self-study. The institutional self-study is a method by which all members of the institution examine the institution's effectiveness in carrying out its role and includes the development of plans for improvement.
2. Qualitative standards. Qualitative standards are needed in order to assess the quality and performance of an institution. A plan and target dates for the development of a document of standards were proposed at the above mentioned conference. However, the most important action leading to the development of standards and evaluative criteria was initiated in December of 1966 when the State Board of Education adopted a resolution about standards. In this resolution the Community College Advisory Council was requested to give major consideration to involving the staffs of the Department of Community Colleges and the institutions and others in the development of standards by which assessment can be made of the quality of institutions.

This resolution was communicated to the Community College Advisory Council at the December 1966 meeting. A proposal for the development of evaluative criteria and standards was also presented to the Council at that time by the

Department of Community Colleges. The Advisory Council adopted a resolution calling for the appointment of a steering committee to consider the State Board's request and the Department's proposal and if it found the development of standards and criteria to be a worthy idea, to "proceed with the planning of the task."

The Council Chairman appointed an eighteen-man Steering Committee. This committee established organizational structure and procedures for the purpose of developing standards and evaluative criteria at its meeting on November 7, 1967. Plans were made to organize nine subcommittees which are listed in the Appendix.

The first subcommittee was organized in late 1967. However, the bulk of the work of the nine subcommittees was accomplished during the months of April, May, June and July 1968.

In March 1968, a Standards Coordinating Committee, which included five members of the Steering Committee, was organized to expedite and give overall direction to the Standards Project. At its March 1968 meeting, the committee adopted a format and established procedures which were followed by the various subcommittees. The next major function of the Coordinating Committee occurred in August 1968 when all subcommittee reports were edited and organized into a unified standards document.

In September 1968, copies of this document in draft form were sent to all presidents in the Community College System, State staff coordinators, and Steering Committee members. These persons were asked to review the draft for clarity and understanding. Many constructive suggestions were made. These suggestions were utilized by the Coordinating Committee when it edited the final draft in October 1968.

By resolution, the Association of Presidents in the system in October accepted and pledged its support to the document of standards and evaluative criteria. The document was then presented to the Community College Advisory Council for approval, with the State Board of Education scheduled to receive the document in January 1969.

Over one hundred individuals actively particpated in the development of standards and evaluative criteria. The subcommittees for the project were composed of presidents, administrators, librarians, counselors, and faculty from institutions within the Community College System, as well as personnel from the Department of Community Colleges and North Carolina colleges and universities.

STANDARDS AND EVALUATIVE CRITERIA AS A MEANS FOR QUALITY CONTROL

Quality control requires yardsticks to assess the quality of institutional performance. It is the intent of the standards and criteria stated in this document to serve as yardsticks for each institution within the Community College System. The standards and criteria reflect the educational role for the system of institutions and the practices that need to be followed by each institution in carrying out its role. Thus, the standards and criteria in this document are a tool to be used in an evaluation process.

Once it is established that an institution's role is properly identified, understood, and accepted, the evaluation process consists of an examination of every facet of the institution's operation to determine the extent to which the purposes are being realized. About everything, whether it is in self-evaluation or in the follow-up committee visit, the fundamental question is this: Does it contribute effectively to the carrying out of the role of the institution?

The standards and evaluative criteria are statements of what ought to be the situation in an institution in order to carry out its role and to have appropriate quality. Proper institutional role performance with appropriate quality are axiomatic. Thus, each institution and agency within the North Carolina Community College System is obliged to use continuously the standards and criteria.

This document of standards and evaluative criteria is designed to assess the quality and performance of the total institution. It is not adequate nor is it designed to evaluate an individual curriculum or course of study. This individual type of evaluation is often needed, and the institution and other appropriate representatives should develop procedures for such evaluations.

It is believed that role performance and quality control can be achieved best by a program of institutional evaluation. A continuous evaluation process should be developed by each institution, and the standards and criteria should be used as a reference and guide. In addition to this, a comprehensive institutional evaluation will be conducted periodically.

The comprehensive evaluation program includes two major procedures:

1. An institutional self-study, conducted by each institution in the system, using as a guide the "Manual for Institutional Self-Study" published by the Department of Community Colleges, and this document.
2. A follow-up evaluation visit of each institution by a committee comprised of knowledgeable persons from other institutions in the system, the State Department of Community Colleges, and other educational institutions in the State.

Suggested Use of the Rating Scale. In the institutional self-evaluation process and evaluation by a visiting committee, a rating of each criterion is suggested using the following scale: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable. Such ratings should serve as a means to identify the major strengths and weaknesses which should be stated in both the self-study and visitation committee reports.

During the institutional self-study, criteria which are rated "Excellent" should be commented on in the self-study report. Criteria rated as "Poor" or "Missing" should also be noted in the report, along with written plans for correcting limitations. In most cases, the institution will need to comment on a criterion or groups of related criteria rated as "Fair."

In conducting the committee visit, criteria which are rated "Excellent" should be written up in the report as commendations. Criteria which are rated as "Poor" or "Missing" should be listed as limitations and appropriate recommendations should be made. In many cases the committee will need to make recommendations concerning each criterion or groups of related criteria rated "Fair."

Definition of Terms. The following definitions were used by the various subcommittees in selecting areas and in writing standards and evaluative criteria:

1. Selection of Areas for which Standards and Criteria are needed. Select all and only those areas which have a significant bearing on institutional quality. The significance should be determined on the basis of the philosophy and objectives of the system and sound practices pertinent to the two-year comprehensive institution.
2. Standards. Standards are stated factors or processes considered essential for an institution to be successful in quality and carrying

out its role. Standards should be stated according to the following principles:

a. Emphasis should be to state qualitative rather than quantitative standards.

b. Standards should be stated positively rather than negatively.

c. Standards should be general statements--the major issues pertinent to quality. Such general statements, then, should serve as the framework for developing more specific statements of evaluative criteria. Thus, the standards should be "principle" oriented with the criteria being statements of practices needed for carrying out the principles.

3. Evaluative Criteria. A series of specific statements used as an indicator or measure of quality--indices of institutional quality. The general stated standards should provide the cue for stating criteria.

The evaluative criteria will be used as a tool for assessing an institution's quality--how well it measures up to the stated standards.

I. PHILOSOPHY AND PURPOSE

INTRODUCTION

The evaluation of an educational institution involves the identification of the purpose of the institution and the appraisal of its effectiveness in carrying out this purpose.

The State of North Carolina, through legislative action and through State Board of Education policy decisions, has assigned to the North Carolina Community College System of institutions, whether named community colleges or technical institutes, a specific role in the accomplishment of certain broad educational objectives found to be necessary for the common welfare of the people of the State. Along with the roles assigned to the public schools and to the four-year colleges and the universities, the realization of the concept of total educational opportunity is thus made possible.

THE SPECIFIC ROLE ASSIGNED TO THE COMMUNITY COLLEGE SYSTEM IS TO ACCOMPLISH THE FOLLOWING PURPOSES:

- TO PROVIDE EDUCATIONAL OPPORTUNITIES TO THE ADULT POPULATION, EIGHTEEN YEARS OLD AND OLDER, TO THE NUMEROUS INDIVIDUALS WHO ARE EXPERIENCING SOCIAL AND ECONOMIC FAILURE THAT IS DUE TO HANDICAPPING ATTITUDES AND WORK HABITS, TO INADEQUATE BASIC GENERAL EDUCATION, AND TO LACK OF SALABLE SKILLS; AND,
- TO RAISE THE LEVEL OF PERSONAL FULFILLMENT, OF RESPONSIBLE CITIZENSHIP, AND THE STANDARDS OF LIVING OF THE PEOPLE OF THE AREA THROUGH MORE ADVANCED GENERAL AND OCCUPATIONAL ADULT EDUCATION OPPORTUNITIES; AND,
- TO MEET FOR INDUSTRY, BUSINESS, GOVERNMENT, AND SERVICE OCCUPATIONS THE PRE-SERVICE AND IN-SERVICE MANPOWER TRAINING NEEDS THAT REQUIRE LESS THAN BACCALAUREATE LEVEL PREPARATION, BUT MORE THAN THE PUBLIC SCHOOLS ARE PROVIDING; AND,

. TO PROVIDE, WHERE NEEDED AND IN THOSE INSTITUTIONS NAMED COMMUNITY COLLEGES, THE FIRST TWO YEARS OF ACADEMIC COLLEGE CREDIT STUDIES.

The accomplishment of these purposes requires understanding of and commitment to the role assigned to the system as a whole, including especially the significance of the open door admission policy with selective placement in programs, provisions made for student retention and follow-up, comprehensive and balanced curriculum and extension offerings, and instruction adapted to individual student needs. It also requires that each institution develop fully its understanding of the unique educational needs of its own service area, that it adapt its educational programs accordingly, and that it maintain effective articulation with the public schools, with four-year colleges and universities, and with the manpower training needs of all employers in the area.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

STANDARD: THE INSTITUTION'S STATED PURPOSE SHOULD BE A CLEAR, CONCISE STATEMENT OF ITS ROLE IN PROVIDING ACADEMIC, CULTURAL, AND OCCUPATIONAL EDUCATIONAL OPPORTUNITIES. THE STATED PURPOSE SHOULD BE CONSISTENT WITH THE ROLE ASSIGNED TO THE COMMUNITY COLLEGE SYSTEM, AND SHOULD ALSO IDENTIFY ANY UNIQUE LOCAL NEEDS. THE PURPOSE SHOULD BE UNDERSTOOD AND ACCEPTED BY THE TRUSTEES, THE ADMINISTRATION AND FACULTY, THE STUDENTS, AND THE PUBLIC.

Evaluative Criteria

Rating

1. The stated purpose of the institution is the outcome of discussions involving the trustees and the administrative and teaching staff.
2. The stated purpose demonstrates a thorough understanding of and is consistent with the role assigned by State policy to the institution as a part of the State Community College System.
3. The stated purpose demonstrates a thorough understanding of and makes provisions for adaptations required to meet the unique educational needs of the area served.
4. The stated purpose recognizes the importance of and makes provisions for articulation with the roles assigned to the public schools and to four-year colleges and universities.
5. The stated purpose recognizes the importance of and makes provisions for meeting the pre-service and in-service manpower training needs, both present and anticipated, in the area served.
6. The stated purpose recognizes the importance of and makes provisions for policies and programs necessary in the implementation of the stated purpose of the institution.
7. There is sufficient evidence of general consensus acceptance of the stated purpose of the institution by the trustees, the administrative staff, and the teaching faculty, both full-time and part-time.
8. The purpose of the institution is clearly stated in official documents of the institution.
9. Provisions are made fully to inform prospective students about the role the institution is intended to serve.

10. Provisions are made fully to inform the student body about the role of the institution, and about student responsibility in implementing this role.

11. The public is kept informed about the role of the institution.

12. Provisions are made periodically to review and, if necessary, revise the institution's statement of purpose, with full involvement of the trustees and the staff, and to the extent appropriate the students and representatives of the public served.

II. EDUCATIONAL PROGRAMS

INTRODUCTION

Evaluation of the educational programs offered must be in terms of effectiveness in carrying out the purposes of the institution. It is therefore necessary, in the self-study and in the committee visit, to determine whether the total program offerings and those related factors, such as admission and graduation standards, instructional methods and aids, and curriculum content contribute effectively to the realization of the following:

- The open door admission policy to the institution, with selective placement in some worthwhile program adapted to the individual's preparation and leading to his educational and occupational objective.
- After admission, the effective adjustment of program placement and instruction to the end that each individual will have the best possible opportunity to start where he is and progress as far as he can and will go, within the assigned function of the institution.
- Upon completion of the program, the assurance that the student will have had the quality of instruction and will have completed the curriculum that will make it possible for him to meet successfully the demands of the job for which he has prepared, or to transfer to another institution.
- The effective meeting, through the educational programs offered, of the comprehensive educational needs of the area served, consistent with the assigned educational role.

A. STANDARDS AND CRITERIA FOR ALL PROGRAMS

Standards and evaluative criteria for assessing the quality of the educational programs of an institution are categorized under the following

three major program areas: College Transfer and General Education Courses and Programs, Occupational Education Programs, Occupational Extension, and Continuing Education and Community Services Programs. Each of these program areas is subdivided into three parts as follows: admissions, curriculum and instruction. Under these headings, the following standards and evaluative criteria apply to all programs.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

1. ADMISSIONS

STANDARD: WITHIN THE BROAD POLICIES SET FOR THE SYSTEM, THE ADMISSION POLICY OF AN INSTITUTION IS USUALLY AND PROPERLY MADE AND ADMINISTERED AT TWO LEVELS OF AUTHORITY. GENERAL POLICY IS APPLIED BY THE TRUSTEES, NORMALLY ON RECOMMENDATION OF THE ADMINISTRATION. IMPLEMENTATION OF ADMISSION POLICY SHOULD BE THE RESPONSIBILITY OF THE ADMINISTRATION AND THE FACULTY, AND THE AGENCY RESPONSIBLE FOR ADMINISTERING POLICY SHOULD BE IDENTIFIED CLEARLY. IN SOME CASES, THIS AGENCY WILL BE A SINGLE ADMINISTRATIVE OFFICER, OR A COMMITTEE OF THE FACULTY, OR A COMBINED COMMITTEE OF ADMINISTRATIVE OFFICERS AND MEMBERS OF THE FACULTY. IN ANY CASE, THIS AGENCY SHOULD BE IDENTIFIABLE, RECOGNIZED, AND RESPONSIBLE.

IN KEEPING WITH THE ADMISSIONS POLICY, THERE SHOULD BE AN INSTITUTIONAL AGENCY WHICH WILL BE RESPONSIBLE FOR ESTABLISHING AND MAINTAINING THE CRITERIA FOR ADMISSION TO EACH OF THE VARIOUS PROGRAMS.

THE ADMISSION POLICIES OF AN INSTITUTION SHOULD BE CLEARLY EXPRESSED AND OPENLY PUBLISHED AND SHOULD EXPLAIN BOTH GENERAL AND

SPECIFIC REQUIREMENTS AND PATTERNS OF SECONDARY SCHOOL COURSES, WHERE REQUIRED.

THE PROCEDURES WITH REGARD TO ACCEPTING TRANSFER CREDIT SHOULD BE DEFINED CLEARLY. THE QUALITY OF WORK FOR TRANSFERRED CREDITS SHOULD BE IN KEEPING WITH THE QUALITY REQUIRED OF ALL STUDENTS OF THE INSTITUTION. THE STUDENT TRANSFERRING SHOULD BE OFFICIALLY INFORMED AT THE TIME OF HIS ADMISSION EXACTLY AS TO THE STATUS OF HIS ADVANCED STANDING.

THE INSTITUTION IS ENCOURAGED TO DEVELOP EXPERIMENTAL PROGRAMS THAT ARE RELEVANT TO THE EDUCATIONAL NEEDS OF DISADVANTAGED, ADVANCED, AND TALENTED STUDENTS.

THERE SHOULD BE A DEFINITE AND CLEARLY DEFINED PROCEDURE REGARDING TRANSFER AMONG PROGRAMS. EFFORTS SHOULD BE MADE TO AVOID WITHDRAWAL FROM THE INSTITUTION BECAUSE OF ACADEMIC FAILURE.

THERE MUST BE A DEFINITE PROCEDURE IN THE ADMINISTRATION OF ADMISSION POLICY WHICH SHALL BE FOLLOWED IN THE ADMISSION OF ALL STUDENTS. ALL PERTINENT DOCUMENTS SHOULD BE ON FILE AND EXAMINED BY THE ADMISSIONS PERSONNEL FOR EVIDENCE OF HIS ABILITY TO MAKE SATISFACTORY PROGRESS BEFORE A STUDENT IS REGISTERED IN A PARTICULAR PROGRAM.

IT IS THE RESPONSIBILITY OF THE INSTITUTION TO ASSURE THAT ITS RECRUITING ACTIVITIES AND MATERIALS PORTRAY THE INSTITUTION ACCURATELY AND HONESTLY.

Evaluative Criteria

Rating

1. The Trustees have approved admission policies to the institution and to each separate program, consistent with the above standards and with State Board of Education policies.

2. The full- and part-time staff of the institution is fully informed about and supports the admission policies to the institution and to each separate program.
3. Prospective students are fully informed about the admission policies to the institution and to each separate program.
4. The public in general is given full information about the admission requirements to the institution and to each separate program.
5. Admission requirements and procedures are published in appropriate documents, including the catalogue of the institution.
6. The administration of admission policies is delegated clearly to staff committees and individuals in accordance with the above stated standards.
7. The staff assigned responsibilities for admissions has the competence required to accomplish the task assigned.
8. This staff is large enough to make possible the individual student attention required in an open door institution.
9. Through transfer from program to program, full provision for opportunity for remedial instruction, and in every other way possible students are encouraged to find their places rather than to leave the institution without accomplishing reasonable educational objectives.
10. Appropriate attention is given to the needs of disadvantaged, advanced, and talented students.
11. Provisions are made for transfer credits and advanced standing where appropriate for each entering student.
12. The institution is portrayed accurately and honestly in recruitment contacts.
13. Provisions are made for faculty advisement of students in subject areas.

2. CURRICULUM

STANDARD: THERE SHOULD BE A CLEARLY DEFINED PROCESS BY WHICH THE CURRICULUM IS ESTABLISHED AND CONTROLLED. THIS PROCESS SHOULD RECOGNIZE THE VARIOUS ROLES OF THE STATE BOARD OF EDUCATION, THE TRUSTEES, THE ADMINISTRATION, AND THE FACULTY.

THE DETERMINATION OF GENERAL POLICY IS THE RESPONSIBILITY OF THE STATE BOARD OF EDUCATION AND THE TRUSTEES. SUCH MATTERS AS THE NUMBER AND TYPES OF PROGRAMS OFFERED ARE AREAS OVER WHICH THE STATE BOARD OF EDUCATION AND THE TRUSTEES HAVE JURISDICTION. THE IMPLEMENTATION OF THE GENERAL POLICY AND THE DETERMINATION OF SPECIFIC ACADEMIC DETAILS ARE THE RESPONSIBILITY OF THE ADMINISTRATION AND THE FACULTY.

RESPONSIBILITY FOR CURRICULUM CONTROL AND ADMINISTRATION SHOULD BE DEFINED, WITH THE CHANNELS OF COMMUNICATION AND CONTROL CLEARLY ESTABLISHED.

THE SCOPE AND NATURE OF THE CURRICULUM SHOULD BE RELATED TO THE STATED PURPOSES OF THE INSTITUTION AND IN KEEPING WITH THE AVAILABLE RESOURCES, BOTH FINANCIAL AND ACADEMIC.

THERE SHOULD BE AN ORDERLY SEQUENCE OF COURSES WITH AN ADEQUATE NUMBER OF HOURS REQUIRED IN COURSES WITH AN APPROPRIATE SYSTEM OF PREREQUISITES AND ELECTIVES.

THE CATALOGUE AND OTHER PUBLISHED MATERIALS CONCERNING INSTITUTIONAL OFFERINGS SHOULD ACCURATELY AND HONESTLY REFLECT THE ACADEMIC RESOURCES OF THE INSTITUTION.

Evaluative Criteria

Rating

1. Curricula are approved by the Trustees and the State Board of Education in accordance with established procedures.

2. The curricula offered are consistent with the role of the institution as a part of a state-wide system and as a community institution.
3. The curricula offered are in keeping with the available resources; financial, faculty, equipment, etc.
4. Each curriculum is kept up-to-date by constant review.
5. Where appropriate, advisory committees are used in the initiation and development of new curricula.
6. For each curriculum there is an orderly sequence of courses, with appropriate hours, prerequisites, and electives.
7. The catalogue shows clearly and honestly the full scope of curriculum offerings.

3. INSTRUCTION

STANDARD: EFFECTIVE INSTRUCTION DEPENDS LARGELY UPON THE GENERAL ENVIRONMENT IN THE INSTITUTION. THIS ENVIRONMENT SHOULD BE CONDUCIVE TO TEACHING AND LEARNING. THE INSTITUTION SHOULD ENDEAVOR TO CREATE A CLIMATE OF INTELLECTUAL CURIOSITY AND ACHIEVEMENT AMONG ITS STUDENTS. THE FACULTY AND ADMINISTRATION SHOULD BE ABLE TO PROVIDE EVIDENCE OF CONCERN FOR THE GENERAL SETTING IN WHICH LEARNING IS EXPECTED TO TAKE PLACE. SUCH EVIDENCE SHOULD INCLUDE EFFORTS TO PROVIDE FOR THE PROFESSIONAL GROWTH OF THE FACULTY, PROVISION FOR EXTRACURRICULA SEMINARS AND LECTURES, AND OTHER MEANS OF CREATING A STIMULATING ENVIRONMENT.

PROGRAMS AND COURSES SHOULD BE SUPPORTED BY ADEQUATE LIBRARY HOLDINGS, INSTRUCTIONAL MATERIALS, AND PHYSICAL FACILITIES. EFFICIENT USE OF SUCH RESOURCES IS AN INDICATION OF CONCERN FOR EFFECTIVE INSTRUCTION. IT SHOULD ALSO BE POSSIBLE TO DEMONSTRATE THAT THEY ARE USED EFFECTIVELY IN THE INSTRUCTIONAL PROCESS.

INSTRUCTION SHOULD BE RELATED TO THE OBJECTIVES OF EACH COURSE, THE CAPABILITIES OF THE STUDENTS, AND THE GENERAL INSTITUTIONAL STANDARDS OF QUALITY. THE PROCESS OF INSTRUCTION SHOULD BE ORGANIZED SO THAT STUDENTS HAVE A CLEAR IDEA OF THE AIMS AND THE REQUIREMENTS OF EACH COURSE, AND THE METHODS OF EVALUATION EMPLOYED. EXPERIMENTATION WITH DEVICES AND TECHNIQUES IN THE IMPROVEMENT OF INSTRUCTION SHOULD BE ENCOURAGED, BUT SHOULD BE SUBJECT TO CRITICAL ANALYSIS.

EVALUATION OF INSTRUCTION SHOULD BE RELATED TO THE EFFECTIVENESS OF THE TEACHING-LEARNING PROCESS, SUBJECT MATTER, COURSE OBJECTIVES, AND THE PROGRAM OF STUDIES. THE EFFECTIVENESS OF INSTRUCTION SHOULD BE UNDER CONTINUOUS STUDY. ATTEMPTS SHOULD BE MADE TO EVALUATE THE LONGER AND MORE GENERAL EFFECTS OF INSTRUCTION BY SUCH DEVICES AS COMPREHENSIVE EXAMINATIONS, THE FOLLOWING UP OF GRADUATES, AND THE SAMPLING OF THE OPINIONS OF FORMER STUDENTS.

EFFECTIVE INSTRUCTION IS RELATED TO CLASS SIZE, THE INSTRUCTIONAL LOADS AND THE NATURE OF THE COURSE. THE SIZE OF CLASSES SHOULD BE GOVERNED BY THE NATURE AND PURPOSE OF THE COURSE, THE ADEQUACY OF TEACHING FACILITIES, THE COMPETENCIES OF THE TEACHING STAFF, AND THE CHARACTERISTICS OF THE STUDENTS INVOLVED. IN LARGE CLASSES, APPROPRIATE PROVISION SHOULD BE MADE FOR INSTRUCTIONAL ASSISTANCE, THE DIVISION OF CLASSES INTO SMALL SECTIONS MEETING AT DIFFERENT TIMES, INDIVIDUAL CONFERENCES, OR OTHER DEVICES.

Evaluative Criteria

Rating

1. The general environment of the institution is conducive to effective teaching and learning.
2. Students give evidence of being motivated to do their best.

3. The faculty does its best to take students where they are and carry them as far as they can and will go in the learning process.
4. The faculty participates appropriately in the selection of textbooks, library materials, teaching aids, and equipment.
5. Assistance is given the faculty in providing an optimum classroom learning climate by being furnished the necessary instructional tools.
6. Clerical and, where necessary, assistant help is provided the faculty.
7. The teaching load is conducive to good teaching.
8. The library, laboratories, shops, etc., are adequate and are actually used effectively by students.
9. Instruction is related to course objectives, which are understood by students.
10. Requirements for satisfactory course completion are related to the requirements the students will have to meet in their "next step."
11. Measurement of student achievement is a carefully designed and applied process.
12. Evaluation of instruction is a continuous process, with faculty, students, former students, and the receivers of the output of the institution involved.
13. Within the staff, there is clear and accepted differentiation between individual faculty freedom to teach and the leadership responsibilities of department heads, directors, deans, and others.

B. STANDARDS AND CRITERIA FOR COLLEGE TRANSFER AND GENERAL EDUCATION COURSES AND PROGRAMS

The goal of liberal arts and pre-professional college transfer programs is to provide quality programs designed for transfer to senior institutions. The goal of the general education program is to provide for intellectual, cultural and social development of the individual student who wants and needs general education courses or a two-year program of general education beyond the high school but does not plan to transfer and work toward a baccalaureate degree.

The requirements of the "next step," and the needs, interest, and abilities of the students should be guiding principles in the determination of admission policies, course objectives and content, teaching techniques, instructional materials, and evaluation standards.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

1. ADMISSIONS

STANDARD: STUDENTS ADMITTED TO THE COLLEGE TRANSFER AND GENERAL EDUCATION ASSOCIATE DEGREE COURSES AND PROGRAMS SHOULD HAVE COMPLETED A SECONDARY SCHOOL PROGRAM OR THE EQUIVALENT WHICH PROVIDES ALONG WITH OTHER EVIDENCE, A REASONABLE PROSPECT FOR SUCCESS IN THE PROGRAM TO WHICH ADMITTED. APPLICANTS WHO CANNOT MEET THIS STANDARD SHOULD BE GUIDED INTO COURSES WHERE DEFICIENCIES CAN BE REMEDIED OR INTO ANOTHER PROGRAM APPROPRIATE TO THE INDIVIDUAL'S PREPARATION AND OBJECTIVES.

Evaluative Criteria	Rating
1. The program employs appropriate policies and practices relating to admission.	

2. Admission practices conform to the philosophy of the institution.
3. The admission policy is clearly stated in published materials.

2. CURRICULUM

STANDARD: CURRICULA OFFERINGS IN THE COLLEGE TRANSFER PROGRAM SHOULD INCLUDE THOSE COURSES WHICH ARE USUALLY OFFERED THE FIRST TWO YEARS OF A FOUR-YEAR PROGRAM IN THE PROFESSIONS OR LIBERAL ARTS. IN THESE COURSES THERE SHOULD BE ADHERENCE TO QUALITATIVE STANDARDS SO THAT THE SCHOLASTIC STANDING OF THE STUDENT WILL CONTINUE ON A SATISFACTORY LEVEL. CLOSE ARTICULATION SHOULD BE MAINTAINED WITH THOSE SENIOR INSTITUTIONS TO WHICH MOST OF THE INSTITUTION'S GRADUATES WILL TRANSFER. STANDARDS FOR TWO-YEAR INSTITUTIONS AS ESTABLISHED BY THE REGIONAL ACCREDITING ASSOCIATION SHOULD BE OBSERVED AS GUIDELINES FOR THE COLLEGE TRANSFER PROGRAM, BOTH QUANTITATIVELY AND QUALITATIVELY.

THE TERMINAL ASSOCIATE DEGREE PROGRAM IN GENERAL EDUCATION SHOULD PROVIDE A CORE OF APPROPRIATE INSTRUCTION IN ENGLISH, MATHEMATICS, THE HUMANITIES, THE SOCIAL SCIENCES, THE NATURAL SCIENCES, AND ELECTIVES, AS REQUIRED TO ROUND OUT THE INDIVIDUAL'S EDUCATION AT THIS LEVEL.

Evaluative Criteria

Rating

1. The program has a statement of purpose which is in accord with the philosophy of the institution.
2. The college transfer program employs graduation requirements which are sufficiently rigorous to provide reasonable assurance for success for the graduate in a senior institution, sufficiently clarified and quantified to be clearly understood and interpreted by the receiving institution.

3. The general education program provides educational offerings for those students whose goals are not to transfer to a senior institution.
4. The program provides for a follow-up of students.
5. The program involves optimal participation of staff members, department heads and community resource people.
6. Liaison is maintained with appropriate officials of senior institutions.
7. The program supports its credit-course offerings with a sound base of refresher or guided studies in those skill areas which undergird the liberal arts.
8. Course prerequisites are carefully evaluated in terms of their applicability to sequential learning experiences.
9. The catalogue contains all curricula courses offered with a clear, concise, and accurate description of each course.
10. The grading system is understood by staff, faculty, and students.
11. The program reflects a justifiable balance between required and elective courses.
12. The staff and faculty use as a reference for the transfer program the "Articulation Guidelines" developed by the Joint Committee on College Transfer Students.*

3. INSTRUCTION

STANDARD: INSTRUCTION SHOULD BE AT A LEVEL TO ASSURE THE ACHIEVEMENT OF THE OBJECTIVES OF THE PROGRAMS OFFERED. EMPHASIS SHOULD BE GIVEN TO EFFECTIVE TEACHING AND LEARNING THROUGH THE USE OF APPROPRIATE METHODS AND MATERIALS.

*Copies are available through the College Transfer Division of the Department of Community Colleges.

Evaluative Criteria

Rating

1. The instructional program is adequately staffed, both in terms of quantitative and qualitative factors.
2. The institution has sufficient equipment, supplies, audiovisual aids, and facilities to accomplish the purposes of the institution.
3. The instructional methods are in accord with the institution's stated philosophy and purposes.
4. Staff members participate in professional activities.
5. The program uses the "continuous self-study" concept to provide on-going self-improvement. This process places emphasis upon institutional and individual innovation and creativity, in an effort to attain fresh approaches to teaching and learning.
6. Up-to-date syllabi of courses offered and containing statements of objectives are available in a central location for all courses taught.

C. STANDARDS AND CRITERIA FOR OCCUPATIONAL EDUCATION PROGRAMS

The primary objective of occupational curricula is to prepare people for employment in the occupations for which the curricula are established. The fulfillment of this objective is an essential and overriding requirement which applies to all occupational education programs, whether simple or complex in scope and nature.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

1. ADMISSIONS

STANDARD: THE INSTITUTION HAS AN OBLIGATION TO PROVIDE OCCUPATIONAL EDUCATION OPPORTUNITIES CONSISTENT WITH THE ABILITY, DESIRE, AND NEED OF THE STUDENT, YET MAINTAINING HIGH QUALITY STANDARDS FOR EACH CURRICULUM.

Evaluative Criteria

Rating

1. The institution maintains appropriate policies and procedures for admitting students.
2. Admission policy includes provisions for administering to the needs of applicants failing to meet the minimal educational entrance requirements.
3. Admission policy includes provision for an orderly procedure for students to change from one institutional curriculum or level to another.
4. Admission policy is the result of the participation of administration, faculty, guidance staff, and appropriate advisory committees.

2. CURRICULUM

STANDARD: OCCUPATIONAL EDUCATION CURRICULA SHALL HAVE ONE PRIME OBJECTIVE--THE PREPARATION OF PEOPLE FOR EMPLOYMENT IN THE OCCUPATIONS FOR WHICH THE CURRICULA ARE ESTABLISHED. THIS STANDARD APPLIES TO THOSE FACTORS COMMON TO ALL OCCUPATIONAL EDUCATION PROGRAMS WITHIN THE COMMUNITY COLLEGE SYSTEM. IMPLEMENTATION OF THIS STANDARD REQUIRES THAT APPROPRIATE CURRICULA INCLUDE A COMPREHENSIVE AND BALANCED EDUCATIONAL PROGRAM WHICH WILL PROVIDE FOR THE DEVELOPMENT OF A SOCIALLY AND ECONOMICALLY COMPETENT CITIZEN AND A WORKER WHO HAS ACQUIRED SUFFICIENT KNOWLEDGE AND SKILLS TO MEET THE REQUIREMENTS OF THE OCCUPATION WITH A REASONABLE EXPECTATION OF SUCCESS IN THE OCCUPATION.

Evaluative Criteria

Rating

1. The admission standards, objectives, and content for each curriculum are based upon sound educational philosophy appropriate to the occupational goals of the curriculum.
2. Each curriculum is as comprehensive as the occupational objectives will allow, enabling the participant to achieve effective employment in a cluster of occupations.
3. Each curriculum provides general education to the extent necessary to develop social and economic competence.
4. Each curriculum provides specialized subject matter and practical experiences.
5. Each curriculum reflects the actual knowledge and skill requirements of the occupation(s).
6. Appropriate use is made of advisory committees.
7. Specific courses within the curriculum have stated objectives and reflect subject matter content and appropriate practical experiences.

8. Curricular planning provides for the abilities and needs of students.
9. The curricular content and the supporting equipment and instructional materials are kept current.
10. When appropriate, provisions are made for practical experiences outside the classroom, laboratory, or shop.
11. Industry and business representatives support and cooperate with the institution with respect to occupational education.

3. INSTRUCTION

STANDARD: THE INSTITUTION PROVIDES A LEVEL OF INSTRUCTION NECESSARY TO ASSURE THE ACHIEVEMENT OF THE OBJECTIVES OF EACH CURRICULUM AND OF EACH COURSE OF STUDY WITHIN THE CURRICULUM.

Evaluative Criteria

Rating

1. There is evidence that instructors effectively plan their courses of instruction.
2. Instruction is student oriented.
3. There is an effective balance of instructional effort in knowledge and occupational skill development.
4. The instructors utilize resources both within and without the institution.
5. The best educational methodology and equipment are used.
6. There is evidence of instructional coordination and leadership.
7. Instruction is consistent with the objectives and requirements of the curriculum.
8. Methods of evaluation, including follow-up studies, reflect instructor effectiveness and student achievement in all areas of instruction.

D. STANDARDS AND CRITERIA FOR OCCUPATIONAL EXTENSION, CONTINUING EDUCATION AND COMMUNITY SERVICES

Today, as never before, it is apparent that tomorrow belongs to the "learning" and not to the "knowing." This is a result of the social, economic, and technological changes in society. These changes have placed certain demands on people to continue their education, regardless of the level of their prior education and have dictated that people seek activities that will help them to acquire new knowledge and understanding, and to develop new attitudes, values and skills needed to cope with changing society.

The Community College System is charged with the responsibility of occupational extension, continuing education and community services. Institutions have the responsibility to provide programs designed to meet the educational needs of all citizens, and to help the individuals to be more productive and responsible citizens. Programs should also be provided to prepare individuals for employment, to upgrade the skills of the employed, and to retrain others for new employment. The guiding principle in developing programs is to provide individuals opportunities to develop their abilities and interests. The programs are limited only by imagination.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

1. ADMISSIONS

STANDARD: THE INSTITUTION SHOULD MAKE THE COMMUNITY AWARE OF AVAILABLE OPPORTUNITIES AND ACTIVELY ENCOURAGE ENROLLMENT UNDER THE OPEN DOOR POLICY. APPROPRIATE GUIDANCE SERVICES SHOULD BE PROVIDED FOR ADULTS.

Evaluative Criteria

Rating

1. The institution uses available media to insure wide dissemination of pertinent program information.
2. Rapport between the institution and the community is functional and effective.
3. Efforts are made to involve all segments of society in suitable programs.
4. Guidance services are available to adults.
5. Appropriate records are maintained for adults.
6. Scheduling of occupational extension, continuing education and community services programs reflect recognition of the work and home responsibilities.

2. CURRICULUM

STANDARD: THE PHILOSOPHY AND OBJECTIVES OF THE INSTITUTION REFLECT A COMMITMENT TO THE DEVELOPMENT OF OFFERINGS RELATED TO SOCIAL, ECONOMIC, OCCUPATIONAL, EDUCATIONAL AND CULTURAL AREAS. PROGRAMS DEVELOPED FOR ADULTS MUST BE WELL COORDINATED WITH OTHER ORGANIZATIONS AND INSTITUTIONS WITHIN THE PATRONAGE AREA.

Evaluative Criteria

Rating

1. Staff opinions and attitudes support the philosophy and objectives of occupational extension, continuing education and community services programs.
2. Official documents of the institution contain clearly written statements setting forth the educational opportunities for adults.

3. There is evidence of effective communications among personnel who plan and implement the occupational extension, continuing education and community services programs.
4. The institution is responsive in providing services to new and expanding industries.
5. The occupational extension, continuing education and community services needs and interests are determined on a continuing basis.
6. Educational objectives developed for programs for adults are cooperative efforts involving appropriate institutional personnel.
7. There are active efforts to involve public and private agencies, businesses, and industries in arriving at educational needs.

3. INSTRUCTION

STANDARD: SUCCESSFUL LEARNING TAKES PLACE THROUGH THE MOTIVATED PARTICIPATION OF THE LEARNER IN A CAREFULLY SELECTED SERIES OF LEARNING EXPERIENCES. THE TEACHING-LEARNING PROCESS SHOULD ACCOMPLISH THE BEHAVIORAL CHANGES SOUGHT IN THE EDUCATIONAL OBJECTIVES. THE INSTRUCTIONAL PROCESS MUST BE CONTINUALLY EVALUATED.

Evaluative Criteria

Rating

1. There is evidence that adult students are involved in planning learning experiences.
2. Learning experiences are selected and organized to stimulate the adult to participate.
3. There is evidence that the learning experiences relate to the predetermined educational objectives.
4. Opportunities are provided for the adult to practice the behavior desired as a result of the learning experience.

5. Learning experiences are provided in an orderly pattern.
6. There is evidence that the learning experiences are meaningful to the student in that they are related to his background of knowledge and experiences.
7. Physical facilities, supplies, and equipment have been considered in selecting and organizing the learning experiences.
8. The talents, skills, and knowledge of the adult student are utilized.
9. Methods of evaluation reflect instructor effectiveness and student achievement in all areas of instruction.
10. The adult student is involved in evaluating his own progress and in measuring the total effectiveness of the teaching-learning process.

III. FACULTY

INTRODUCTION

The quality of an institution is determined in large part by its success in developing a faculty competent to perform a variety of educational tasks. Each institution must assure its overall strength by providing a balanced professional staff in each major area of instruction. The relationship between faculty philosophy and institutional purposes determines in large measure the effectiveness of the total educational program. The faculty members must have pride in their institution, contribute to its development, and help it to achieve local, State, and regional recognition. This recognition is accomplished by improving the institution through the process of self-evaluation and institutional evaluation.

The standards and criteria for faculty employment, professional growth, assignments and remunerations are in keeping with the North Carolina philosophy of education in a comprehensive institution. The following standards and evaluative criteria apply to both full-time and part-time faculty.

> Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

A. RECRUITMENT, SELECTION AND RETENTION OF FACULTY

STANDARD: THE SELECTION, DEVELOPMENT, AND RETENTION OF A COMPETENT FACULTY IS OF MAJOR IMPORTANCE TO ALL INSTITUTIONS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM. FACULTY MEMBERS SHOULD BE EMPLOYED ON THE BASIS OF PERSONAL AND TEACHING COMPETENCE IN CARRYING OUT THE PURPOSE OF THE INSTITUTION IN THEIR SUBJECT OR SKILL AREA. THE BROAD SCOPE OF PROGRAMS OFFERED BY INSTITUTIONS REQUIRES

FACULTY PREPARATION WHICH VARIES FROM TYPICAL ADVANCED DEGREE PROGRAMS TO OTHER LEVELS OF EDUCATIONAL PREPARATION AND/OR APPROPRIATE WORK EXPERIENCE. THE TEST OF COMPETENCE SHOULD BE RELATED TO RECOMMENDED EVALUATIVE CRITERIA IN THE TEACHING FIELD.

Evaluative Criteria

Rating

1. Instructors of college transfer subjects have the master's degree with strong graduate emphasis in the subject area. Any exception must be justified by special competence in the field of knowledge.
2. Instructors teaching general education and related academic subjects in associate degree technical programs have appropriate preparation beyond the bachelor's degree, such as graduate or professional study and/or professional competence that fully qualifies them to teach the content of the subjects assigned.
3. Instructors of technical specialty courses have the bachelor's degree and/or equivalent work experience and other specific qualifications as required.
4. Instructors for vocational and general adult courses have competence in the subject and/or skill areas taught as evidenced by appropriate education and/or equivalent work experience and other specific qualifications as required.
5. Instructors for adult basic education have the bachelor's degree and appropriate specialty training in adult basic education.

6. Instructors for the high school diploma courses have the bachelor's degree with specialization in the fields in which they teach.
7. Specific assignments of responsibility exist for identifying, appraising, negotiating with and recommending new faculty members for employment.
8. There is a planned program for recruitment of faculty members, designed to secure the best instructional staff possible in keeping with the purposes of the institution.
9. The procedures governing the selection and retention of faculty members are stated clearly in a policy manual or other official document.
10. The faculty members teach for the major portion of their time in their subject or field of preparation.
11. Faculty members assigned to teach remedial classes have special competence for this type of instruction.

B. FACULTY WORKLOAD

STANDARD: THE INSTITUTION SHOULD HAVE PROCEDURES FOR THE DETERMINATION AND DISTRIBUTION OF FACULTY WORKLOADS. WHILE AN ABSOLUTE EVALUATION AND DISTRIBUTION OF WORK EFFORT MAY BE ELUSIVE, THE INSTITUTION SHOULD MAKE REASONABLE EFFORTS TO INSURE EQUITABLE ASSIGNMENTS. THE FACULTY, AS PROFESSIONAL PERSONNEL, SHOULD BE ASSURED ADEQUATE TIME TO PREPARE AND TEACH THEIR COURSES, TO INCREASE AND BROADEN THEIR KNOWLEDGE IN THE SUBJECT AREA, TO DEVELOP MEANS FOR IMPROVING TEACHING EFFECTIVENESS, AND TO PERFORM OTHER ACTIVITIES CONTRIBUTING TO THE FULFILLMENT OF THE PURPOSES OF THE INSTITUTION.

Evaluative Criteria

Rating

1. The teaching loads are reasonable and equitable and there are procedures for determining and distributing load.
2. There is adequate time available for instructional preparation.
3. There are sufficient personnel to provide the necessary support services for the faculty.
4. A realistic amount of time is available for the sum-total of faculty workloads and other contributions to the institution during the academic year.

C. FACULTY SALARIES AND BENEFITS

STANDARD: HIGH MORALE IS ESSENTIAL TO FACULTY EFFECTIVENESS. SINCE THE LEVEL OF FACULTY MORALE IS A FUNCTION OF INSTITUTIONAL POLICIES AND PRACTICES, CONSIDERATION MUST BE MADE OF SOME OF THE POLICIES AND PRACTICES WHICH HAVE A DIRECT BEARING ON MORALE.

FACULTY SALARIES SHOULD BE AT A LEVEL HIGH ENOUGH TO PERMIT COMPETITIVE RECRUITMENT AND RETENTION OF QUALIFIED FACULTY.

IN SECURING AND RETAINING QUALIFIED PERSONNEL, A PROGRAM OF BENEFITS SHOULD COMPLEMENT THE SALARY STRUCTURE.

POLICIES CONCERNING THE CONTINUATION OF EMPLOYMENT OF FACULTY SHOULD BE ESTABLISHED BY THE TRUSTEES AND SHOULD BE STATED CLEARLY IN WRITING TO THE FACULTY. THE STATEMENT OF THE PRINCIPLES OF ACADEMIC FREEDOM TO WHICH THE INSTITUTION SUBSCRIBES SHOULD BE CONDUCIVE TO HIGH FACULTY MORALE AND A STRONG SENSE OF FACULTY FREEDOM AND INITIATIVE IN CARRYING OUT THE ROLE OF THE INSTITUTION.

Evaluative Criteria

Rating

1. Funds are available and used to provide faculty salaries and other benefits sufficiently attractive for employment and retention of competent teachers.
2. Salary is based on academic qualifications, experience, total service load and competitive factors.
3. There is an appropriate salary plan and it has been explained to the faculty.
4. Provision is made for faculty benefits such as retirement, educational leave, industrial leave, group insurance, vacations, and sick leave.
5. Policies concerning the continuation of employment of faculty have been clearly stated in writing to the faculty.
6. Faculty members are secure in their freedom of teaching and investigation and in their rights to participate as responsible citizens in community activities within the policies and principles to which the institution subscribes.
7. Faculty office space is provided.
8. Clerical help is provided.

D. EVALUATION OF TEACHING EFFECTIVENESS

STANDARD: IN EACH INSTITUTION THERE MUST BE ADEQUATE PROVISION FOR CONTINUING EVALUATION OF FACULTY PERFORMANCE IN RELATION TO STATED PURPOSES OR OBJECTIVES OF THE INSTITUTION. THE PROCESS OF EVALUATING TEACHING EFFECTIVENESS SHOULD RESULT IN INCREASED COMPETENCE OF THE INDIVIDUAL INSTRUCTOR AND THEREBY IMPROVE THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM.

Evaluative Criteria

Rating

1. The institution has a functioning plan and set of adequate criteria for evaluation of the performance of individual faculty members.
2. The criteria are known and are generally accepted by both the evaluating officials and the faculty.
3. The faculty has an identifiable role in the development of the evaluation criteria.
4. The instructor actively involves his students in evaluating his teaching effectiveness.
5. The personality, attitude, and personal appearance of the instructor are conducive to good instruction.
6. The instructor communicates effectively with students.
7. The instructor provides time for individual instruction or consultation with students.
8. Teaching methods and techniques are varied and appropriate for the subject matter being taught.
9. An adequate syllabus is utilized by the instructor for each course.
10. Materials used in the instructional program are appropriate and up-to-date.
11. A planned and continuous follow-up of former enrollees (graduates, transfers, and dropouts) is included as part of the process of evaluation of teaching effectiveness.
12. Laboratory work is carefully planned to correlate with classroom instruction.

13. Experimental measures to promote better teaching and more effective learning are encouraged and supported.

E. PROFESSIONAL GROWTH

STANDARD: THE INSTITUTION SHOULD PROVIDE OPPORTUNITIES FOR THE PROFESSIONAL GROWTH OF FACULTY MEMBERS.

Evaluative Criteria

Rating

1. Each faculty member participates in a program of orientation with emphasis on philosophy, objectives, policies, and procedures of the institution.
2. There is an in-service professional growth program.
3. Opportunity for faculty growth through visitation and observation is provided.
4. Faculty membership in appropriate professional organizations is encouraged.
5. Faculty members are encouraged and assisted financially to attend appropriate professional meetings.
6. The faculty participates periodically in institution and system-wide study and revision of curriculum and instructional aids.
7. Materials for professional growth and development of the faculty are available.
8. Faculty members are encouraged to explore and evaluate various methods and techniques of instruction.
9. Reports of research relevant to faculty and instructional programs of the institution are sought, acquired, and used.

10. Relations between faculty, administration and nonprofessional staff are of such a nature that they generate a favorable climate for professional growth.
11. The faculty members are committed to the philosophy and purpose of the institution.
12. Faculty members are encouraged by the administration to improve their competence through advanced study, additional work experiences, and/or other appropriate activities.

F. FACULTY ORGANIZATION

STANDARD: THE INVOLVEMENT OF THE FACULTY IN THE AFFAIRS OF AN INSTITUTION IS IMPORTANT TO THE EFFECTIVENESS AND QUALITY OF THE INSTITUTION. PROVISIONS SHOULD BE MADE BY THE ADMINISTRATION TO FOSTER APPROPRIATE FACULTY PARTICIPATION.

THE FACULTY ORGANIZATION SHOULD ALLOW FOR THE REPRESENTATION OF ALL EDUCATIONAL INTERESTS, ENCOURAGE FACULTY MEMBERS TO PARTICIPATE IN THE AFFAIRS OF THE INSTITUTION, PROVIDE THE MEANS THROUGH WHICH THE FACULTY PARTICIPATES IN PLANNING AND POLICY-MAKING, AND HELP COORDINATE THE DIVERSE INTERESTS OF THE FACULTY. IT SHOULD RELATE TO THE ADMINISTRATIVE STAFF IN SUCH A WAY AS TO CONTRIBUTE TO THE SUCCESS OF THE INSTITUTION IN ACCOMPLISHING ITS PURPOSE.

Evaluative Criteria

Rating

1. A faculty organization which enhances the philosophy and purpose of the institution is functioning according to adopted policy of the trustees.

2. The faculty organization adequately represents faculty members in the instructional areas in the institution.
3. The faculty organization conducts regularly scheduled meetings.
4. Minutes of meetings are readily accessible to all faculty members.
5. An up-to-date, comprehensive faculty handbook is distributed to each faculty member.
6. The role of the faculty in the affairs of the institution is clearly stated and is understood by the faculty, administration, and trustees.
7. The channels of communication between the faculty organization, administration, and trustees are open and functioning.
8. There is a feeling of unity among the faculty.

IV. LEARNING RESOURCES CENTER

INTRODUCTION

The Learning Resources Center (LRC) is the area where materials and related equipment supportive of the institution's total educational program are housed and made available to students, to faculty members, and to the community.

The proper functioning of the Learning Resources Center in each institution in the North Carolina Community College System is vital to the institution's educational effectiveness. The objectives of the instructional programs, the nature of the student body, and the needs of the community require that media be carefully selected, abundantly supplied, and continuously evaluated. Media is an all encompassing term and includes all types of printed and nonprinted materials with related equipment.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (0) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

A. STAFF AND ADMINISTRATION

STANDARD: THE LRC PROFESSIONAL STAFF SHOULD BE EMPLOYED ON THE BASIS OF COMPETENCE IN LIBRARY SCIENCE AND EDUCATIONAL MEDIA WITH A THOROUGH KNOWLEDGE OF THE REQUIREMENTS FOR A COMPREHENSIVE INSTITUTION. THE LRC SHOULD HAVE AN ACTIVE ADVISORY COMMITTEE.

Evaluative Criteria

Rating

1. There is sufficient qualified professional and nonprofessional LRC staff to assume responsiblity for administration and adequate services.

2. The director of the LRC, defined as head of this area, has both administrative and faculty status - other associates have faculty status.
3. Job descriptions of the LRC staff are included in a manual of policies and procedures.
4. There is a clear understanding on the part of the LRC staff concerning the role of the LRC within the comprehensive institution.
5. LRC staff has a close and continuing working relationship with institutional staff members and students, including membership on educational program committees.
6. The LRC provides printed and nonprinted media appropriate and adequate to supplement the program of the institution.
7. There is a broad representation of institutional personnel serving on an advisory committee to the LRC.
8. A faculty member other than the LRC representative serves as chairman of the committee.
9. Description of committee responsibility is stated in a manual of policies.
10. The committee is effective in advising the LRC and in serving as a liaison between LRC, faculty, and students.

B. USE OF FACILITIES AND MATERIALS

STANDARD: THE LEARNING RESOURCES CENTER SHOULD BE THE CENTRAL SOURCE OF INSTRUCTIONAL MATERIALS AND SERVICES WHICH SUPPLEMENT THE EDUCATIONAL PROGRAM. THE LRC SHOULD BE ATTRACTIVE AND COMFORTABLE. THE LRC SHOULD BE RESPONSIVE TO THE NEEDS OF ITS USERS.

AS INSTRUCTIONAL METHODS CHANGE THE LRC SHOULD ADJUST TO THE NEW TRENDS IN LEARNING. STATISTICAL RECORDS USED TO ADMINISTER THE LRC SERVICES SHOULD BE KEPT IN AN ACCURATE AND ORDERLY MANNER.

Evaluative Criteria

Rating

1. The LRC media are easily accessible.
2. The LRC work day is sufficiently long to serve the needs of the users.
3. The catalogue and files are up-to-date and conform to accepted practices.
4. The resources center cooperates with libraries regarding interlibrary loan arrangements.
5. Aid is given in the production of teaching-learning materials.
6. The LRC provides an orientation program for students and faculty.
7. The faculty and students are adequately informed of new media acquired and services available.
8. The LRC provides professional media for the instructional staff.
9. The LRC is appropriately furnished and arranged.
10. There is evidence that materials and equipment are adequately utilized.
11. Appropriate and accurate up-to-date records are maintained on all phases of the LRC services.
12. There is a current LRC manual of policies and procedures provided to faculty and students.
13. Pertinent information from statistical records is provided to the advisory committee.

C. THE FACILITY

STANDARD: THE LRC FACILITY SHOULD BE ADAPTIVE TO THE EDUCATIONAL PROGRAM. PROVISIONS SHOULD BE MADE FOR ANTICIPATED GROWTH OF THE INSTITUTION AND FUTURE TECHNOLOGICAL DEVELOPMENTS.

Evaluative Criteria

Rating

1. The institution recognizes the importance of learning resources.
2. The LRC facilities are adequate and accessible to meet the learning resources need of the institution.
3. The facility is located in a reasonably quiet area.
4. The LRC is well lighted, ventilated, acoustically treated, and adequately equipped.
5. The seating capacity is sufficient to accommodate the needs of the students and faculty.
6. The facility is designed for both structural flexibility and utilization flexibility in anticipation of future needs.
7. Provisions are made for the physically handicapped.
8. The facility is designed with controlled points of entrance and exit.

D. SELECTION OF MATERIALS AND EQUIPMENT

STANDARD: THE SELECTION OF MATERIALS AND EQUIPMENT SHOULD BE CONSISTENT WITH THE OVERALL OBJECTIVES AND GOALS OF THE INSTRUCTIONAL PROGRAM. THE BASIS OF SELECTION SHOULD REFLECT ITS CONTRIBUTION TO AND INTEGRATABILITY WITH PRESENT AND PROPOSED PROGRAMS, PRESENT MEDIA, INSTRUCTORS' METHODS, AND STUDENT BODY COMPREHENSIVENESS.

Evaluative Criteria

Rating

1. There is a planned procedure for evaluating, selecting, acquiring, and processing materials and equipment.
2. Materials and equipment are selected on the basis of their integratability with present media and existing and proposed programs.
3. Materials are evaluated and selected for appropriateness and quality.
4. Equipment is evaluated and selected for accessibility, durability, ease of handling and operation, mechanical excellence, maintenance, and cost.
5. In the selection of equipment, consideration is given to standardization and compatability.
6. There is a procedure for the disposal of unused and replacement of outmoded media.
7. Materials and equipment are available for, pertinent to, and appropriate for all of the present instructional programs.
8. Continuous and periodic evaluation is made to determine effective use of media as related to curriculum improvement, cultural enrichment, and professional growth.
9. There are sufficient materials and equipment to allow instructional staff and students a choice based on personal preference and student level.
10. The instructional staff is actively involved in selecting and evaluating materials and equipment.
11. Students are encouraged to offer suggestions in the selection of media.

E. THE BUDGET

STANDARD: THE FUNDS FOR THE LEARNING RESOURCES CENTER SHOULD BE BASED UPON THE FOLLOWING FACTORS: (1) NATURE OF THE ORGANIZATION OF THE LEARNING RESOURCES CENTER, (2) ADEQUACY OF THE STAFF, (3) ADEQUACY OF THE PHYSICAL PLANT, (4) AIMS OF THE INSTITUTION, (5) EXTENT AND QUALITY OF THE LEARNING RESOURCES CENTER'S MEDIA, AND (6) EFFECT OF CURRENT PRICES FOR EQUIPMENT AND MATERIALS.

Evaluative Criteria

Rating

1. The LRC director is appropriately involved in budget preparation and controlling expenditures of the center.
2. The director requests sufficient funds in each category of the budget to support a sound program of LRC services and development.
3. The procedures for executing the budget are reasonably flexible.
4. The LRC budget planning reflects its educational goals.
5. There is an appropriate ratio of LRC expenditures to the general and educational expenditures of the institution.
6. The expenditures of the LRC compare favorably with those of institutions of similar size and programs offered.
7. There is an adequate per student expenditure for LRC services, materials, and equipment.

V. STUDENT PERSONNEL SERVICES

INTRODUCTION

Student personnel services in a comprehensive community institution must realistically reflect the stated objectives, purpose, and philosophy of the institution. In "open door" institutions, the needs and welfare of the student must be of primary concern if there is to be motivation toward worthwhile academic achievement. Additionally, student personnel policies must establish meaningful associations among students, faculty, and the administration and provide opportunities for the development of individual potential.

Personnel records and procedures must be adequate to support and contribute to the total student personnel program, including physical and mental health. The depth and breadth of the records and procedures must be adequate to support an effective program of counseling and guidance and social and academic involvement.

Extracurricular activities are an important part of the educational process. Such activities are a means by which the educational experience of the students are enriched. Student involvement in extracurricular activities also instills in the student a sense of loyalty and school spirit. Student activities supplement the regular curricular programs and assist in accomplishing total education for the student by helping him to grow in the social and cultural graces of a modern society.

> Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

A. ADMINISTRATION OF STUDENT PERSONNEL SERVICES

STANDARD: PRIMARY RESPONSIBILITY FOR PROVIDING STUDENT PERSONNEL SERVICES SHOULD RESIDE IN A SINGLE ADMINISTRATOR WHO INSURES THAT QUALIFIED

PROFESSIONAL STAFF MEMBERS ARE EMPLOYED, THAT EFFECTIVE COORDINATION AND COMMUNICATION EXIST, AND THAT THE OBJECTIVES OF THE STAFF CONTRIBUTE TO THE FULFILLMENT OF THE INSTITUTIONAL PURPOSE.

THE STUDENT PERSONNEL STAFF SHOULD BE ACTIVELY INVOLVED IN SELF-DEVELOPMENT, UTILIZING COMMUNITY RESOURCES AND EVALUATION STUDIES. THE STAFF SHOULD HAVE ACCESS TO PROFESSIONAL LITERATURE.

Evaluative Criteria

Rating

1. The total program of student personnel services is coordinated and supervised by a single staff member who has demonstrated special expertise in matters pertaining to such services.
2. There is evidence that the objectives of the student personnel services have been clearly defined, are specifically related to the institution's objectives, are sufficiently detailed to describe intent adequately, have taken into consideration the needs of the student, and appear to be within the realm of realistic attainment.
3. The background of each member of the student personnel staff is consonant with his assignment.
4. An effort is made to keep the alumni aware of the developments of the institution and, when appropriate, to involve the alumni in its activities.
5. A good working relationship exists between student personnel services and other departments within the institution.
6. There is a clear policy defining the institution's role and the student personnel office's responsibility pertaining to student housing.
7. There is a program of activities designed to develop and upgrade the personal knowledge and skills of the student personnel staff.

8. Professional literature is available for use by student personnel staff members.
9. The student personnel staff has identified and is making use of community resources.
10. Follow-up studies are conducted of all students who have been enrolled, and the results of such studies are used in the evaluation of the institution's educational programs and purposes.
11. There is continuous evaluation of admission requirements and selection procedures for the various curricula.
12. There is on file documented policies and procedures relative to the enforcement of published academic regulations.
13. Discipline is administered by individuals other than those assigned counseling duties.
14. Eligibility for graduation is clearly defined and impartially administered.

B. ADMISSIONS, REGISTRATION, AND RECORDS

STANDARD: PREADMISSION INFORMATION MUST BE PROVIDED FOR INDIVIDUALS AND GROUPS IN A MANNER WHICH WILL CLEARLY AND CONCISELY PRESENT THE PURPOSES AND PROGRAMS OF THE INSTITUTION. FURTHER, THIS INFORMATION SHOULD PROVIDE FOR A FULL UNDERSTANDING OF THE REQUIREMENTS FOR ADMISSION, ASSIST IN DEVELOPING ATTITUDES WHICH ENABLE A SMOOTH TRANSITION INTO THE INSTITUTION, AND PROVIDE INFORMATION WHICH CONTRIBUTES TO REALISTIC DECISION-MAKING AND SOUND PLANNING.

THE USE OF STANDARDIZED PROCEDURES IS ESSENTIAL TO A SMOOTHLY FUNCTIONING ADMISSIONS AND REGISTRATION PROCESS AND IS PARTICULARLY SIGNIFICANT IN THE APPRAISAL AND INDUCTION OF STUDENTS, CONSISTENT WITH THE EDUCATIONAL AND OCCUPATIONAL CHOICES AVAILABLE TO THEM.

PERSONNEL RECORDS AND PROCEDURES MUST BE ADEQUATE TO SUPPORT AND CONTRIBUTE TO THE TOTAL STUDENT PERSONNEL PROGRAM, INCLUDING PHYSICAL AND MENTAL HEALTH. THE DEPTH AND BREADTH OF THE RECORDS AND PROCEDURES MUST BE ADEQUATE TO SUPPORT AN EFFECTIVE PROGRAM OF COUNSELING AND GUIDANCE AND SOCIAL AND ACADEMIC INVOLVEMENT.

Evaluative Criteria: Preadmission

Rating

1. The open door admissions policy has been clearly defined and communicated to prospective students.
2. Materials are available which provide up-to-date information regarding educational offerings, admissions standards, occupational opportunities, and descriptive information about the institution.
3. There is evidence of an effective method for systematic distribution of information to high schools, post-secondary institutions, business and industry, and other public and private agencies.
4. Provision is made for on-campus visits from secondary students, counselors, and other interested groups, and early high school orientation activities are conducted.
5. Recruitment procedures involve the faculty in the presentation of the educational programs of the institution to the prospective students.

Evaluative Criteria: Admissions and Registration

Rating

1. Admission procedures are established which reflect consistency and continuity, result in accumulation of significant background information pertaining to each student, and provide for interviews with incoming students.

2. An effective system exists for keeping the applicant informed as to his progress toward admittance into a program.
3. Standardized tests are administered routinely to the students; however, additional tests are available and adaptable to the needs of individual students.
4. The selection and use of various tests include measures of academic aptitude, basic skills, and other variables which can affect the progress of students and such tests have adequate safeguards against overemphasis of results.
5. Continuing efforts are made to insure local validity of tests.
6. Procedures are established to implement registration policies.

Evaluative Criteria: Student Records

Rating

1. Student personnel records (1) contain basic information pertaining to the student's background, (2) provide an assessment of his academic potentialities, and (3) supply an up-to-date and accurate record of his educational and medical history.
2. Student records are effectively organized and centrally located so as to facilitate use by counselors and other staff members who provide individualized assistance to the student and to insure safeguards for the confidentiality of the information.
3. Storing of records provides maximum safety against fire, theft, destruction, and other hazards.

C. GUIDANCE AND COUNSELING

STANDARD: THE COUNSELING AND GUIDANCE FUNCTION MUST PROVIDE A WELL-DEFINED SYSTEM OF PROFESSIONAL COUNSELING SERVICES TO STUDENTS AND NON-STUDENTS.

THIS PROGRAM SHOULD BE CLIENT-CENTERED AND INCLUDE ORIENTATION TO AND INVOLVEMENT IN THE INSTITUTIONAL PROCESSES.

EACH STUDENT SHOULD BE ASSIGNED TO AN APPROPRIATE ADVISOR WHO WILL ASSIST HIM IN PROGRAM PLANNING, COURSE SELECTION, AND OTHER ACADEMIC MATTERS.

COUNSELING RECORDS ARE MAINTAINED, PROTECTED AND UTILIZED IN THE TOTAL GUIDANCE FUNCTION.

Evaluative Criteria: Counseling System

Rating

1. Appropriate personnel are assigned responsibility for assisting individuals in academic and vocational planning, and in making educational, personal and social adjustments.
2. Personnel conducting activities have sufficient background, training, and experience to provide productive counseling experiences for individuals.
3. One member of the student personnel staff who has at least a master's degree in behavioral sciences and a broad background of counseling experience serves as the coordinator of counseling services and provides supervision to other members of the counseling staff.
4. Information needed in the early days of adjustment outlining the philosophy and policies of the institution is provided on a continual basis and is conducive to the development of proper attitudes.
5. The overall responsibility for coordinating the orientation program is assigned to an individual.
6. Periodic evaluation of the orientation program is conducted.
7. Continued efforts are made to appraise the effectiveness of counseling services.

8. An up-to-date and comprehensive collection of occupational and college transfer information is readily available to students, faculty, and staff.
9. There is evidence of interviews and effective counseling with students who terminate or may plan to terminate their enrollment because of failure or personal reasons.

Evaluative Criteria: Advisory System

Rating

1. Advising and counseling are appropriately differentiated in terms of purpose and scope and in terms of staff training and qualifications required.
2. An up-to-date manual containing pertinent information for effective advisement has been developed and includes descriptions of (1) the advisor's responsibilities, (2) course and curricular eligibility requirements, (3) institutional requirements as related to the various curricula, (4) academic regulations and procedures pertaining to the advisory system, (5) referral sources which are available for various types of student problems, and (6) senior college requirements as related to college transfer courses and programs.
3. Coordination of the faculty advisory system is the responsibility of the dean of instruction.
4. The effectiveness of the advisory program is periodically evaluated.
5. Adequate advisement records for each advisee are maintained.

Evaluative Criteria: Counseling Records

Rating

1. Adequate counseling records for each counselee are kept by every professional counselor on the staff with appropriate safeguards for the confidentiality of such records.

2. Records concerning the general health or physical disabilities of students are maintained in a confidential file but are readily available to a physician or the health counselor for purposes of counseling with students or handling emergency situations.
3. Appropriate faculty members are informed in a confidential manner of special disabilities (e.g., epilepsy, diabetes) of students with whom they come into contact when such information may be vital to the welfare of the student.
4. Clear procedures are set forth for the use of and interpretation of individual test information and other data in the counseling record.

D. FINANCIAL AID AND PLACEMENT

STANDARD: THE INSTITUTION SHOULD ACCEPT THE RESPONSIBILITY FOR AIDING INDIVIDUAL STUDENTS TO RESOLVE THOSE PROBLEMS INVOLVING FINANCIAL ASSISTANCE.

THE INSTITUTION MUST HAVE A WELL-DEFINED PROGRAM OF PLACEMENT FOR ALL STUDENTS.

Evaluative Criteria: Financial Aid

Rating

1. A program for administering scholarship awards, grants-in-aid, and loans is in accordance with written policies and procedures which implement the goal that no individual is denied an educational opportunity because of a lack of finances.
2. Periodic reviews of the criteria used in selecting students for scholarship awards, grants-in-aid, and loans are conducted.
3. The president is apprised of general financial needs of the students.
4. There is on file a documented procedure for administering any work-study program in which the institution may be involved.

5. Factual material describing all facets of the financial aid program is published and made available to all interested persons.
6. Studies are used to determine if financial hardship is a factor in student dropouts.
7. Staff members working with financial aid have ample source materials.
8. Periodic evaluation of the total financial aid program is conducted to determine attainment of its stated objectives.
9. There is evidence of institutional effort to seek new sources of aid.

Evaluative Criteria: Placement

Rating

1. There is evidence that a functioning plan for placement services exists.
2. A current listing of part-time jobs for students is available.
3. Terminating students are assisted in their efforts toward placement.
4. Prospective employers in the area are furnished information on graduates and are encouraged to consider them for employment.

E. EXTRACURRICULAR ACTIVITIES

STANDARD: STUDENTS AND FACULTY SHOULD PLAN, IMPLEMENT, AND EVALUATE EXTRACURRICULAR ACTIVITIES. THE ADMINISTRATION SHOULD EXERCISE APPROPRIATE DISCRETION TO INSURE THAT THE ACTIVITIES ARE DEVELOPED IN ACCORD WITH THE STATED PHILOSOPHY OF THE INSTITUTION. THE STUDENT PERSONNEL OFFICER SHOULD BE RESPONSIBLE FOR COORDINATING THE ACTIVITIES PROGRAM.

EXTRACURRICULAR ACTIVITIES SHOULD BE A WELL-PLANNED, DIVERSIFIED PROGRAM WHICH WILL COMPLEMENT THE REGULAR CURRICULUM IN THE INTELLECTUAL, SOCIAL, AND PHYSICAL DEVELOPMENT OF ALL STUDENTS. ADEQUATE FACILITIES, FINANCIAL SUPPORT, PERSONNEL, AND TIME SHOULD BE PROVIDED.

2

Evaluative Criteria

Rating

1. The administration is aware of and authorizes institutional extra-curricular activities.
2. The responsibility for coordinating the institutional extracurricular activities is delegated to the student personnel officer.
3. A well-planned, diversified activities program exists.
4. Student activities are in accord with the philosophy and purposes of the institution.
5. Extracurricular activities complement the regular curriculum of the institution.
6. Faculty participates in planning and implementing activities.
7. The planned program of student activities is understood by the faculty.
8. Appropriate time for extracurricular activities is reflected in the institutional scheduling.
9. Professional personnel involved in carrying out the extracurricular activities are qualified for their duties.
10. Students participate in planning and implementing activities.
11. Students are aware of the process by which they may initiate and participate in extracurricular activities.
12. The extracurricular activities program is well received by the students.
13. Financial support is adequate to carry out extracurricular programs.
14. Facilities are adequate for the extracurricular programs.
15. A plan for continuous evaluation of extracurricular activities is utilized by students and faculty.

VI. PHYSICAL FACILITIES

INTRODUCTION

Adequate and aesthetically attractive facilities which are properly located are important to the success of an institution. Each institution must assure its overall strength by providing permanent facilities which are accessible, functional, flexible, and appropriately maintained. The development of such facilities requires good long-range planning.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

A. EXISTING FACILITIES

STANDARD: CLASSROOMS, LABORATORIES-SHOPS, LIBRARY, OFFICES, AND SPECIAL SERVICE AREAS SHOULD REFLECT THE PHILOSOPHY OF THE OPEN DOOR, COMPREHENSIVE COMMUNITY INSTITUTION AND SHOULD PROVIDE HEALTHFUL SURROUNDINGS, SPACE, LIGHT, EQUIPMENT, SUPPLIES, AND OTHER GENERAL FACTORS TO ENABLE THE INSTITUTION TO EFFECTIVELY CARRY OUT ITS STATED PURPOSES. THE SITE SHOULD EFFECTIVELY ACCOMMODATE ALL PROGRAMS.

Evaluative Criteria: Buildings and Campus

Rating

1. The design of buildings is functional and provides flexibility for adjustment in educational programs.
2. The distribution of buildings on campus is compact enough for good communications with thought given to student flow patterns and vehicular traffic control.
3. Shop and laboratory facilities are located to insure noise and odor control.

4. Maintenance shops and boiler rooms are located in an area that will insure safety to the rest of the institution.
5. The parking areas are well lighted and directions for traffic flow are well defined.
6. Hard-surfaced walkways are provided between major buildings and parking areas.
7. Space and facilities for physical education and extracurricular activities are provided.
8. The location and appearance of instructional areas reflect the <u>equal status</u> accorded each instructional program.
9. Sufficient parking space is provided for the staff and students.

<u>Evaluative Criteria: Classrooms</u>

<u>Rating</u>

1. Classrooms of various sizes are provided to meet all types of instructional needs.
2. Classrooms deemed suitable for classroom efficiency are adequate in number and size.
3. Appropriate environmental factors are provided such as acoustics, light, ventilation, air-conditioning, and heating.
4. Chalk boards are located in such a manner as to insure visual communications.
5. Electrical outlets are safely and conveniently located for use with instructional aids.

<u>Evaluative Criteria: Library</u>

<u>Rating</u>

1. The reading area includes space to accommodate a minimum of 20 per cent of the daytime students at any one period of the day.

2. Installed shelving of appropriate height with adjustable shelves is adequate.
3. The library area is of good acoustical design.
4. The workroom space contains hot and cold water, work counter, storage area, and electrical outlets.
5. The library is centrally located to accomplish educational purpose and for control of learning materials.

Evaluative Criteria: Laboratories - Shops

Rating

1. The facilities are specifically designed to prepare enrollees for specialized instruction.
2. Facilities are of adequate size, well ventilated, and have ample light.
3. Where required, large doors are provided to permit movement of large pieces of equipment.
4. Where required, floors are constructed to withstand heavy equipment.
5. Facilities located near other teaching areas are insulated to deaden the transmission of noise.
6. Wash areas are provided where needed.
7. Where required, special health and safety features exist such as exhaust fans, fire extinguishers, emergency showers, emergency lighting, and built-in protection against hazardous plant equipment.
8. Adequate and suitable storage space is available for supplies and apparatus.
9. Workroom and preparation areas are separated but are an integral part of the facility.
10. Gas, electrical, air vacuum, and water outlets are conveniently located for student use.

11. Proper waste disposal facilities are provided where needed.
12. Instructor demonstration facilities and peripheral facilities are installed in the most appropriate space for full class visual and hearing participation.

Evaluative Criteria: Office and Lounge Areas

Rating

1. Appropriately equipped space is provided for instructional, clerical, student affairs, and administrative personnel.
2. A general conference room is available and appropriately equipped.
3. Adequate toilet facilities are provided.
4. A faculty lounge is provided.
5. Suitable student lounge areas are provided.

Evaluative Criteria: Food Services

Rating

1. The food service facility is readily accessible to students.
2. Ample storage facilities are provided for both perishable and nonperishable foods and supplies.
3. Facilities are designed to insure protection against accidents and fire and for proper sanitation.
4. The working areas (cooking, dishwashing, and serving) are designed and constructed to meet the requirements of health authorities.

Evaluative Criteria: Miscellaneous

Rating

1. Storage space and/or lockers are accessible to students.
2. Provisions for first aid treatment are available.
3. Space is available to carry on activities such as newspaper planning, school annual, student government.

4. The fire alarm system provides for positive alarm from appro-- priate places within the buildings.
5. Where appropriate, the fire alarm system is connected to the municipal system, with cut-off for tests and drills.
6. Telephone services are provided for staff, student, and publiic use.
7. Space is available for central filing, duplicating room, and storage of administrative and maintenance supplies.

B. MAINTENANCE

STANDARD: THE EFFECTIVE OPERATION OF THE EDUCATIONAL PROGRAMS OFF AN INSTITUTION DEPENDS TO A LARGE EXTENT UPON THE PHYSICAL ATMOSPPHERE OF THE SURROUNDINGS. THE CLEANLINESS, STATE-OF-REPAIR, AND GENERRAL APPEARANCE OF GROUNDS AND BUILDINGS MUST PROVIDE FOR AN ADEQUATE AND EFFECTIVE EDUCATIONAL ENVIRONMENT. THERE SHOULD BE SPECIFIC RESPONSIBILITIES ASSIGNED FOR CARE OF GROUNDS, CAMPUS SECURITY, TRAFFIC SAFETY AND CONTROL, FIRE PROTECTION, UTILITIES, AND PLANTT UPKEEP.

Evaluative Criteria

Rating

1. The qualified maintenance staff is sufficient in number to carry out the assigned responsibilities.
2. Utilities are properly and efficiently maintained and are adequate and capable of expansion.
3. Preventative fire protection and traffic control assure the safety and security of the occupants.
4. All roads and walks are kept free of traffic dangers.
5. Adequate equipment and supplies are available to properly maintain the buildings and campus.

6. The grounds about the buildings are well kept and include lawns, trees, and shrubbery.
7. Provisions exist for storage of school owned maintenance vehicles and equipment.
8. Accoustics, heating, ventilation, and air-conditioning (if required) are adequately maintained.
9. There is evidence of good housekeeping procedures throughout the premises.
10. An overall building maintenance plan exists that includes painting, cleaning, repairing, and other appropriate maintenance duties.

C. EXPANSION OF PLANT FACILITIES

STANDARD: THE EXPANSION OF INSTITUTIONAL FACILITIES SHOULD REFLECT LONG-RANGE PLANNING THAT PROVIDES FOR CHANGING CURRENT REQUIREMENTS FOR ALL SEGMENTS OF THE EDUCATIONAL PROGRAM. EXPANSION SHOULD RESULT FROM CAREFUL STUDY AND PLANNING, WITH EACH PART OF THE PLAN BEARING A RELATIONSHIP AND CONTRIBUTING TO THE COHESIVENESS AND MEANINGFULNESS OF THE TOTAL PLAN. PLANNING IS VITAL AND MUST PRECEDE ANY ACTION TO CONSTRUCT AND EQUIP EDUCATIONAL FACILITIES.

Evaluative Criteria

Rating

1. The overall planning of facilities is broad in scope and forward-looking in character.
2. The master plan satisfies the identifiable needs and provides for the unpredictable future through flexibility both in plan and plant design.

3. The institution's plan for expansion of facilities includes:

   a. A well-conceived plan of action.
   b. A plan that meets the educational needs.
   c. A plan that encourages prudent expenditures of public and private funds.
   d. A plan that makes good use of present facilities and insures that the most effective use is made of future facilities.

4. The public is appropriately informed in regard to the institution's long-range plan for facilities.

5. The institution's plan recognizes the following factors:

   a. The extent of recognition of need.
   b. The magnitude of need.
   c. Potential population to be served.
   d. Relationship of the institution to other educational agencies in the region.
   e. Desirability of and need for involving lay personnel.
   f. Availability of resource persons to guide the planning process.
   g. Legal aspects.
   h. Financial resources available for planning and for supporting.

VII. ORGANIZATION AND ADMINISTRATION

INTRODUCTION

The organization of an institution in the North Carolina Community College System is the form through which the functions of administration flow. The organization must be simple, with the areas of administrative responsibilities of each of the principal staff and faculty agencies clearly indicated. Every individual in the organization needs to be informed fully of his responsibilities and of those of each of the other principal positions in the administrative pattern. The organization, from the Trustees to the student, must be designed to bring together the institution's total resources in an effectively coordinated effort that will accomplish the institution's stated objectives.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

A. BOARD OF TRUSTEES

STANDARD: THE TRUSTEES ARE APPOINTED AND FUNCTION UNDER THE PROVISIONS OF CHAPTER 115A (AS AMENDED), GENERAL STATUTES OF NORTH CAROLINA. WITHIN THESE PROVISIONS OF LAW AND POLICIES, REGULATIONS, AND STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION, THE TRUSTEES ARE THE POLICY-MAKING BODY OF THE INSTITUTION CONSISTENT WITH THE ROLE ASSIGNED THE INSTITUTION, WITH A CLEAR DIFFERENTIATION BETWEEN THE POLICY-MAKING FUNCTIONS OF THE TRUSTEES AND THE RESPONSIBILITY OF THE PRESIDENT FOR ADMINISTERING THESE POLICIES.

Evaluative Criteria

Rating

1. All Board members have been provided with a copy of G. S. 115A, "The Community College Act."

2. All Board members are familiar with the responsibilities and duties of the Trustees as set forth in G. S. 115A, and function within the framewrok of the statute.
3. The Trustees were appointed as provided in G. S. 115A to assure stability and continuity of membership.
4. Board officials have been elected to organization positions as defined in G. S. 115A, and a designated number of members present have been officially established as a quorum.
5. Board meetings are regularly scheduled within the minimum number of meetings established by G. S. 115A.
6. The Board has an operational manual.
7. An agenda is prepared for each board meeting.
8. Proper and permanent minutes are kept by the secretary to the Trustees.
9. The Board has studied and differentiated between policy-making functions and administrative functions.
10. The chief administrative officer has been vested with administrative power and given freedom to implement the board policies.
11. The Board elects administrative staff and faculty only upon recommendation of the President.
12. The Board organization provides machinery for securing adequate financial support for the institution, and formally approves the institutional budget.
13. The Board recognizes its responsibility in determining the policies which regulate the business affairs of the institution, and studies and utilizes the annual audit reports.
14. The Board members understand and support the role of the institution.

B. PRESIDENT

STANDARD: THE PRESIDENT IS RESPONSIBLE FOR THE ENTIRE OPERATION OF THE INSTITUTION, WITHIN THE POLICIES, PROCEDURES, AND BY THE DIRECTION OF THE TRUSTEES, THE DEPARTMENT OF COMMUNITY COLLEGES, AND THE STATE BOARD OF EDUCATION. THE LEADERSHIP OF THE PRESIDENT IS OF MAJOR IMPORTANCE BECAUSE HIS COMPETENCE AND PERSONALITY WILL ESTABLISH IN THE COMMUNITY THE IMAGE OF THE INSTITUTION. HE MUST HAVE UNDERSTANDING OF AND COMMITMENT TO THE NATURE AND ROLE OF THE INSTITUTION. HE MUST POSSESS DEMONSTRATED ADMINISTRATIVE ABILITY AND PERSONAL FITNESS FOR THE POSITION. HE MUST HAVE THE ABILITY TO WORK WITH INDIVIDUALS AND GROUPS IN ORDER TO MAKE THE INSTITUTION COMMUNITY CENTERED.

Evaluative Criteria

Rating

1. The President provides guidance for the development and operation of all institutional functions.
2. He is committed to and maintains and promotes a broad view of the comprehensive objectives and role of the institution.
3. He promotes the development and maintenance of a program of instruction, and service suited to the needs of the institution, the students, and to the area served.
4. He sees that satisfactory standards are maintained in all programs.
5. He recruits and retains qualified personnel.
6. He insures the development and use of modern procedures of plant maintenance, purchasing, budgeting, accounting, auditing, and financial reporting.
7. He maintains a sound administrative structure for the institution so that all personnel have a clear understanding of their roles.

8. He is the communication link with the area served.
9. He serves as a liaison between the Trustees and the staff, and he is directly responsible for the administration of the policies and procedures as set forth by the Trustees.
10. He effectively delegates responsibilities and the authority to act.

C. THE ADMINISTRATIVE STAFF

STANDARD: THE ADMINISTRATIVE STRUCTURE AND PERSONNEL ARE ESSENTIAL TO THE MAINTENANCE AND CONTINUOUS DEVELOPMENT OF THE INSTITUTION. TO FUNCTION EFFECTIVELY AND EFFICIENTLY, THE ADMINISTRATIVE STAFF SHOULD HAVE A STRUCTURE THAT IS APPROPRIATE TO THE SIZE AND PURPOSE OF THE INSTITUTION. THE DUTIES AND RESPONSIBILITIES SHOULD BE CLEARLY DEFINED AND STATED. THE QUALIFICATIONS OF ADMINISTRATIVE PERSONNEL SHOULD BE APPROPRIATE AND IN AGREEMENT WITH STATED POLICY. THE ADMINISTRATIVE PERSONNEL MUST FURNISH LEADERSHIP FOR INSTITUTIONAL DEVELOPMENT AND GROWTH.

Evaluative Criteria

Rating

1. The operating procedure follows the organizational chart.
2. There are cooperatively developed job descriptions for administrative and staff personnel.
3. Provision is made for regular review of job descriptions of administration and staff.
4. The qualifications for each position are appropriate to the duties of the position and consistent with stated policy.
5. Long-range planning is a continuing duty of each administrator and involves appropriate personnel from all levels.

6. There is a plan for evaluation of administrative practice and effectiveness.
7. Administrative personnel are encouraged through institutional policies and means to grow professionally through continued education and training.
8. Administrative and staff personnel records are complete and regularly updated to include all professional growth.
9. The administrative staff understands and supports the role of the institution.

D. POLICY IMPLEMENTATION AND ADMINISTRATIVE DOCUMENTS

STANDARD: THE DOCUMENTS PUBLISHED BY THE INSTITUTION TO IMPLEMENT THE POLICIES OF THE STATE BOARD OF EDUCATION AND THE TRUSTEES ARE THE KEY TO THE FULL PARTICIPATION OF THE ENTIRE COMMUNITY OF THE INSTITUTION IN THE ADMINISTRATIVE PROCESSES. AREAS OF RESPONSIBILITY ARE CLEARLY DESCRIBED AND THE PATHS THAT THE VARIOUS FORMS OF ADMINISTRATION MUST FOLLOW ARE SET FORTH. COORDINATION BETWEEN THE MAJOR FUNCTIONAL AREAS OF RESPONSIBILITY MUST BE INDICATED. THE RESPONSIBILITIES AND DUTIES OF THE TRUSTEES, THE PRESIDENT, THE ADMINISTRATIVE OFFICERS, THE FACULTY, THE CUSTODIAL STAFF, AND THE STUDENTS SHOULD BE PUBLISHED IN PROPER DOCUMENTS. THE PRINCIPAL DOCUMENTS FOR POLICY IMPLEMENTATION AND ADMINISTRATION ARE (1) ORGANIZATION CHART, (2) MINUTES OF THE BOARD MEETINGS, (3) STAFF AND FACULTY MANUAL, (4) CATALOGUE, (5) MINUTES OF FACULTY COMMITTEES, (6) MINUTES OF ADMINISTRATIVE COMMITTEES, (7) STUDENT HANDBOOK, (8) ADMINISTRATIVE MEMORANDA, AND (9) THE POLICY MANUAL OF THE DEPARTMENT OF COMMUNITY COLLEGES.

Evaluative Criteria

Rating

1. The organization chart shows the Trustees as the policy-making body for the institution, with the president responsible for administering the institution.
2. The organization chart clearly defines the areas of responsibility of all administrators to include the operations each one supervises and coordinates.
3. The staff and faculty manual presents in detail the duties and responsibilities of the various staff and faculty positions from the president through the custodial staff.
4. The institution catalogue is current, and it accurately portrays information about all educational aspects.
5. The student handbook is current and contains adequate information to guide the student.
6. The key staff and faculty members have on file or readily available to them all the policies and administrative documents required to fulfill their assigned responsibilities.
7. Appropriate personnel from all levels are invovled in the development of all policy and administrative documents.

E. COMMUNITY RELATIONS

STANDARD: THE COMMUNITY RELATIONS PROGRAM, WHICH INCLUDES ALL PUBLIC RELATIONS ACTIVITIES, INVOLVES EVERY MEMBER OF THE INSTITUTION, THE STAFF, THE FACULTY, AND THE STUDENTS. THE PRESIDENT IS THE COMMUNITY RELATIONS OFFICER OF THE INSTITUTION AND PROVIDES LEADERSHIP AND MOTIVATION FOR THE TOTAL EFFORT. NORMALLY, A MEMBER OF THE STAFF IS DESIGNATED TO GIVE DIRECTION AND COORDINATION TO THE PRESIDENT'S COMMUNITY RELATIONS PROGRAM. THE TEST OF THE INSTITUTION'S

COMMUNITY RELATIONS PROGRAM IS THE EFFECTIVENESS OF THE LIAISON BETWEEN THE INSTITUTION AND THE LOCAL COMMUNITY IN ASSURING MAXIMUM UNDERSTANDING AND SUPPORT BY THE COMMUNITY OF THE INSTITUTION IN CARRYING OUT ITS ROLE.

Evaluative Criteria

Rating

1. A plan for community relations involves the people of the institution, the local community, and the news media including the press, radio, and television.
2. A variety of means is used to present and interpret the institution's program.
3. The staff of the institution are active participants in appropriate community activities.
4. The members of the staff and faculty are encouraged to write articles for local publication and to speak before professional, business, and industrial organizations.
5. Recognition is given to the importance of the student and his parents in the community relations plan and a program is followed to insure that the student is fully informed on all institutional activities.
6. The community relations plan provides for recognition of trends in industry and in other community requirements so that the school program is constantly geared to meet the needs of the community.
7. The community understands and supports the role of the institution.

F. LONG-RANGE PLANNING

STANDARD: PLANNING FOR A NUMBER OF YEARS INTO THE FUTURE IS PRACTICED IN ALL PHASES OF THE INSTITUTION'S PROGRAM. THE LONG-RANGE PLAN RECOGNIZES THE FUTURE EDUCATIONAL NEEDS OF THE COMMUNITY AND THE STATE AND PROVIDES BY TIME PHASING, FOR THE FUTURE SKILL REQUIREMENTS OF INDUSTRY, BUSINESS, THE SERVICE INDUSTRY, AND THE GOVERNMENT. THESE REQUIREMENTS ARE THE GUIDE FOR FUTURE EDUCATIONAL PROGRAMS, FOR FACILITIES, AND FOR FINANCIAL NEEDS. THE LONG-RANGE PLAN INCLUDES A MASTER PLAN TO GUIDE THE CONTINUING DEVELOPMENT OF THE CAMPUS.

Evaluative Criteria

Rating

1. Long-range planning is recognized by the institution as a valid requirement for proper organization and administration and for the initiation and termination of educational programs.
2. The long-range plan provides for anticipated growth and changes in educational needs and skill requirements, and recognizes the necessity of matching these variables to a time-phasing schedule.
3. The long-range planning includes the educational programs, site, facilities, equipment, finance, and all other phases of the institutional program to provide the educational foresight necessary for effective expansion and development.
4. The long-range plan recognizes the need for training for new and expanding industry and provides for this type of specialized short term educational process.
5. Growth projections shown in the long-range plan are based upon population projections, surveys of manpower needs and future estimated skill requirements, and the financial capabilities of the community.
6. The role of the institution is considered in long-range planning.

VIII. FINANCIAL MANAGEMENT AND RESOURCES

INTRODUCTION

The financial resources of the institution are major determinants of the quality of its educational programs. Not only must the total income of the institution be sufficient to provide programs of optimum quality, but the income must also be managed effectively. Sound business management is a legal and professional obligation of the administrators of the institution. Administrators are responsible for the wise use of financial resources through careful budget preparation and proper management controls for all physical and fiscal assets of the institution.

Rating Scale for Evaluative Criteria: For each of the criteria, use the symbol that most accurately describes the situation: (++) Excellent, (+) Good, (O) Average, (-) Fair, (--) Poor, (M) Missing, (NA) Not Applicable.

A. SOURCES AND STABILITY OF INCOME

STANDARD: SOURCES OF INCOME SHOULD BE OF A BROAD BASE AND SHOULD PROVIDE SUFFICIENT FUNDS TO INSURE ATTAINMENT OF ESTABLISHED INSTITUTIONAL GOALS. THERE SHOULD BE EVIDENCE OF STABILITY OF INCOME TO SUPPORT THE INSTITUTION.

Evaluative Criteria

Rating

1. There are sufficient sources of income to assure receipt of adequate funds to support the institution effectively on a continuing basis.
2. The institution takes full advantage of all potential funds and uses specialized assistance as needed.
3. There is a planned program of seeking nontax funds for institutional development including scholarships, faculty improvement, student aid, and capital outlay.
4. The income from all sources as charted over the past five years gives evidence of stability.

5. The institutional records indicate that adequate funds were available for initiating and maintaining new programs.

B. THE ADMINISTRATION AND MANAGEMENT OF FINANCIAL RESOURCES

STANDARD: ALL BUSINESS AND FINANCIAL FUNCTIONS OF TH INSTITUTIOON SHOULD BE DELEGATED TO THE BUSINESS OFFICER WHO IS RESPONSIBLE TOO THE PRESIDENT. APPROPRIATE ORGANIZATIONAL PROCEDURES AND STAFF SSHOULD BE EMPLOYED TO ADMINISTER AND MANAGE FINANCIAL RESOURCES IN A MANNNER WHICH WILL BEST SERVE THE EDUCATIONAL NEEDS OF THE INSTITUTION.

Evaluative Criteria

Rating

1. All budgetary, purchasing, control, and internal auditing funnctions of the institution are the responsibility of the busineess officer who is directly responsible to the President.
2. The business function of the institution is planned to facilii-tate the educational program.
3. Organizational procedures assure the efficient collection, dee-posit, expenditure, and accounting of all funds.
4. All personnel handling funds are adequately bonded.
5. Sufficient personnel are available to carry out the functionss of the business office.
6. The functions, duties, and responsibilities for all personnell who are responsible to the business officer are clearly definned.
7. All personnel in the business office are directly responsiblee to the chief business officer.

C. BUDGET PREPARATION

STANDARD: THE ANNUAL BUDGET REFLECTS ANTICIPATED INCOME AND EXPENDITURES FOR A FISCAL YEAR. A SOUND EDUCATIONAL PROGRAM DEPENDS ON THE QUALITY OF PLANNING OF EDUCATIONAL OBJECTIVES; THEREFORE, BUDGET PLANNING SHOULD INVOLVE APPROPRIATE MEMBERS OF FACULTY AND STAFF.

Evaluative Criteria

Rating

1. There is evidence that budget planning is initiated well in advance of required submission date.
2. Department heads and faculty are involved in the budgetary process.
3. Appropriate student representatives are involved in the preparation of budgets for student activities.
4. The chief business officer, working closely with the President and other key personnel, coordinates the preparation of the budget.

D. EDUCATIONAL EXPENDITURES

STANDARD: THE EDUCATIONAL EXPENDITURES SHOULD BE ADEQUATE TO CARRY OUT THE COMPREHENSIVE EDUCATIONAL PHILOSOPHY AND PURPOSE OF THE INSTITUTION.

Evaluative Criteria

Rating

1. There is evidence that expenditures for the various educational programs are in proper proportion, consistent with the stated institutional purpose.

2. The current expense per FTE for the educational programs indicates financial stability during the past five years.
3. Considering the size of the institution, an appropriate portion of the operating budget is directly related to instruction.

E. BUDGET CONTROL

STANDARD: THE APPROVED BUDGET IS THE INSTRUMENT WHEREBY PLANNED OBJECTIVES MAY BE ATTAINED. THE INSTITUTION SHOULD HAVE AN EFFECTIVE SYSTEM OF BUDGET CONTROL WHICH PRECLUDES OVERSPENDING BUT PROVIDES FOR CONTINUNIG AND ADJUSTMENT IN PRIORITIES OF PLANNED EXPENDITURES SO THAT REMAINING FUNDS ARE EXPENDED TO BEST ADVANTAGE IN ACCOMPLISHING STATED GOALS. THE BUSINESS OFFICE SHOULD BE AWARE OF THE STATUS OF FUNDS ON A CONTINUING BASIS AND SHOULD PROVIDE THE PRESIDENT AND APPROPRIATE PERSONNEL WITH INTERIM BUDGET STATEMENTS. PERIODICALLY, THE TRUSTEES SHOULD RECEIVE SIMILAR INFORMATION.

Evaluative Criteria

Rating

1. The business manager and appropriate members of his staff are continually aware of the status of expenditures and funds remaining in the budget to assure adequate budget control.
2. Interim budget statements are submitted to the President and appropriate personnel, providing each with current information on the status of funds in his area of operation.
3. The Trustees are provided an interim budget statement on a regular basis.
4. The Trustees and Tax Levying Authority recognize that budget control is an administrative function.

F. PURCHASE AND CONTROL OF SUPPLIES, MATERIALS, AND EQUIPMENT

STANDARD: THE PURCHASING FUNCTION SHOULD BE CENTRALIZED. ADEQUATE STORE ROOMS FOR SUPPLIES AND MATERIALS SHOULD BE PROVIDED. AN INVENTORY SYSTEM ON ALL OF THE EQUIPMENT SHOULD BE MAINTAINED.

Evaluative Criteria

Rating

1. Purchasing functions are centralized.
2. Appropriate instructions are in effect to insure that all requisitioning and purchasing are accomplished in an orderly manner.
3. Requisitions for educational supplies and equipment are approved by an academic official.
4. There are adequate records and files relating to purchasing and a system is in effect for receipt of goods and their delivery to the ordering unit or central supply as appropriate.
5. The central store room is well organized and issue of supplies is controlled.
6. Equipment items are marked for identification within the institution and additional equipment is marked and added to the inventory records promptly upon receipt.
7. The person responsible for the institutional inventory is notified when equipment is transferred.
8. Appropriate forms are used by department heads and other employees responsible for equipment to report the disposition of any item which is no longer needed or usable.
9. Inventory verifications are made annually by designated personnel.

G. ACCOUNTING, REPORTING, AND AUDITING

STANDARD: THE ACCOUNTING SYSTEM SHOULD FOLLOW THE GENERALLY ACCEPTED PRINCIPLES OF INSTITUTIONAL ACCOUNTING. INSTITUTIONS SHOULD SET UP BUDGETS, MAINTAIN ACCOUNTS, AND PRESENT THEIR FINANCIAL REPORTS IN ACCORDANCE WITH GENERALLY ACCEPTED ACCOUNTING PRINCIPLES APPROPRIATE TO NONPROFIT ENTERPRISES.

Evaluative Criteria

Rating

1. The chief business officer has a comprehensive understanding of major areas of business administration.
2. The accounts are classified in balance funds groups and this arrangement is followed in the accounting records and in the financial reports.
3. The financial transactions of the institution are reported by funds groups.
4. Accounts are kept on an accrual basis.
5. A person is designated as the cashier for the institution.
6. Monies are deposited daily.
7. Internal audits are conducted periodically.
8. Appropriate action is taken to correct limitations stated in the annual audit report.
9. The chief business officer recognizes that the purpose of the business office is to serve the institution.

APPENDIX

INDIVIDUALS WHO PARTICIPATED IN THE STANDARDS PROJECT

STEERING COMMITTEE OF THE COMMUNITY COLLEGE ADVISORY COUNCIL

Howard E. Thompson, Chairman

H. Edwin Beam
Edward E. Bryson
Salvatore DelMastro
Clyde A. Erwin, Jr.
Ben E. Fountain, Jr.
Richard H. Hagemeyer
Dixon S. Hall
Gerald B. James
Arnold K. King
I. John Krepick
M. J. McLeod
Joseph T. Nerden
Robert E. Paap
James B. Petty
Thomas W. Simpson
William E. Taylor
Lester F. Zerfoss

STANDARDS COORDINATING COMMITTEE

Howard E. Thompson, Chairman

Gerald B. James
Robert E. Paap
Thomas W. Simpson
William E. Taylor

State Staff Coordinators - Charles A. Bucher, beginning January 1968
Allan W. Markham, until January 1968
G. Herman Porter

CHAIRMEN AND STATE STAFF COORDINATORS FOR THE NINE SUB-COMMITTEES

Sub-Committee	Chairman	State Staff Coordinator
Philosophy and Purpose	Salvatore DelMastro James B. Petty	Anthony J. Bevacqua
Educational Programs	Harvey L. Haynes	Edward H. Wilson
Faculty	Edward E. Bryson	Charles A. Bucher
Learning Resources Center	Woodrow B. Sugg	Kenneth S. Oleson
Student Personnel Services	Robert W. LeMay	Charles M. Barrett
Extracurricular Activities	William E. Fulford, Jr.	Raymond L. Jefferies
Physical Facilities	Howard E. Boudreau	Vincent C. Outland
Organization and Administration	Fred J. Eason M. J. McLeod	Harvey H. Fischer
Financial Management and Resources	C. Merrill Hamilton	Julian Wingfield

COMMITTEE MEMBERS AND OTHER PARTICIPANTS

Dewey A. Adams
Gerald Bolick
Edgar J. Boone
Edward B. Bright
Richard T. Brinkley
Robert L. Brown
Faye Byrd
William A. Cameron
Jay Canter
J. L. Capehart
Rebecca W. Carpenter
Clarence Causey
Joseph R. Clary
Darlene J. Collins
E. Philip Comer
Niles E. Compton
Harry Lee Cooke
W. Thomas Cottingham
George W. Crowley
Douglas Dingler
Clarence E. Dodgens
Raymond Dunmire
Jefferson H. Faucette
Willard C. Finch
Jean Fletcher
Fred H. Garner
John G. Gay
Jack Howard
Staurt Huff
Samuel L. Jones
Alvin V. Kirkman
James A. Kiser, Jr.
Charles J. Law, Jr.
George R. Long, Jr.
Robert Long
Ronald McCarter
Jesse L. McDaniel
George S. McRorie
George McSwain
Cynthia Mendenhall
C. Wayne Merritt, Jr.
Joseph T. Nerden
Edward N. Nicholson
Julia N. Oats
J. Winton Odham
Willis M. Parker
James A. Porter
I. E. Ready
Raymond K. Rhodes
Mary C. Richardson
Richard R. Richardson
H. Herman Roach, Jr.
Ted R. Rollins
Gayle N. Simmons
George T. Smink
Harry Snyder
Robert Sutton
Hilton J. Swindell
James E. Switzer
Charles Trent
F. Davis Turnage
James E. Vann
Richard L. Waldroup
Richard Whittington
James R. Winning
Jerome R. Worsley
Roger G. Worthington
Elmer Wrenn

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H. Edwin Beam
David W. Bland
Gordon C. Blank
Howard E. Boudreau
M. H. Branson
Thurman Brock
Edward E. Bryson
Charles H. Byrd
Harold K. Collins
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Ben E. Fountain, Jr.
William E. Fulford, Jr.
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C. Merrill Hamilton
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Thurman A. Horney
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Gerald B. James
Paul H. Johnson
I. John Krepick
Robert W. LeMay
Grady E. Love
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M. J. McLeod
Holland McSwain
William A. Martin
Luther R. Medlin
Samuel D. Morgan
M. C. Nix
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Ernest B. Parry
S. Bruce Petteway
James B. Petty
John A. Price
George Resseguie
Thomas W. Simpson
Raymond A. Stone
Woodrow B. Sugg
Phillip W. Taylor
William E. Taylor
Howard E. Thompson
James E. Vann
Donald R. Warren
J. W. Young